FSK Foundation Skills Training Package

Release 2.0
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FSK10119 Certificate I in Access to Vocational Pathways

Modification History

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<th>Release</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Release 1</td>
<td>This version first released with FSK Foundation Skills Training Package Version 2.0.</td>
</tr>
</tbody>
</table>

Qualification Description
This qualification is designed for individuals who require significant foundation skills support to access a vocational learning pathway.

The qualification is suitable for individuals who require:
- a pathway to employment and further vocational training
- reading, writing, oral communication, learning and numeracy skills primarily aligned to Australian Core Skills Framework (ACSF) Level 1
- entry level digital technology and employability skills.

Foundation Skills Training Package qualifications may not be listed as an entry requirement for vocational qualifications.

Licensing/Regulatory Information
No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements
Nil

Packaging Rules
To achieve this qualification, competency must be demonstrated in:
- 11 units of competency
  - 1 core unit, plus
  - 10 elective units

The electives are to be chosen as follows:
- up to 4 units may be selected from Group A
- at least 5 units must be selected from Group B
- 1 unit must be selected from any currently endorsed training package qualification or accredited course other than FSK
- remaining units may be selected from the FSK training package or any currently endorsed training package qualification or accredited course.

Elective units must be relevant to vocational pathways and not duplicate the outcomes of already selected units.

### Core Units

<table>
<thead>
<tr>
<th>Unit code</th>
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<tbody>
<tr>
<td>FSKLRG004</td>
<td>Use short and simple strategies for work-related learning</td>
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### Elective Units

**Group A: Numeracy units**

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
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<tbody>
<tr>
<td>FSKNUM001</td>
<td>Use beginning whole number skills and money up to 100 for work</td>
</tr>
<tr>
<td>FSKNUM002</td>
<td>Use beginning skills related to time and 2D shapes for work</td>
</tr>
<tr>
<td>FSKNUM003</td>
<td>Use whole numbers and halves for work</td>
</tr>
<tr>
<td>FSKNUM004</td>
<td>Locate, compare and use highly familiar measurements for work</td>
</tr>
<tr>
<td>FSKNUM005</td>
<td>Use familiar 2D shapes for work</td>
</tr>
<tr>
<td>FSKNUM006</td>
<td>Use simple and highly familiar spatial information for work</td>
</tr>
<tr>
<td>FSKNUM007</td>
<td>Use simple data for work</td>
</tr>
<tr>
<td>FSKNUM008</td>
<td>Use whole numbers and simple fractions, decimals and percentages for work</td>
</tr>
<tr>
<td>FSKNUM009</td>
<td>Use familiar and simple metric measurements for work</td>
</tr>
<tr>
<td>FSKNUM010</td>
<td>Use common shapes for work</td>
</tr>
<tr>
<td>FSKNUM011</td>
<td>Use familiar and simple spatial information for work</td>
</tr>
<tr>
<td>FSKNUM012</td>
<td>Use familiar and simple data for work</td>
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<tr>
<td>FSKNUM013</td>
<td>Construct simple tables and graphs for work</td>
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<tr>
<td>Unit code</td>
<td>Unit title</td>
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<tr>
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</tr>
<tr>
<td>FSKNUM040</td>
<td>Identify and interpret common chance events for work</td>
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Group B: Reading, writing, oral communication, learning and digital technology units

<table>
<thead>
<tr>
<th>Unit code</th>
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<tbody>
<tr>
<td>FSKDIG001</td>
<td>Use digital technology for short and basic workplace tasks</td>
</tr>
<tr>
<td>FSKDIG002</td>
<td>Use digital technology for routine and simple workplace tasks</td>
</tr>
<tr>
<td>FSKLRG001</td>
<td>Prepare to participate in a learning environment</td>
</tr>
<tr>
<td>FSKLRG002</td>
<td>Identify strategies to respond to short and simple workplace problems</td>
</tr>
<tr>
<td>FSKLRG003</td>
<td>Use short and simple strategies for career planning</td>
</tr>
<tr>
<td>FSKLRG005</td>
<td>Use strategies to plan simple workplace tasks</td>
</tr>
<tr>
<td>FSKLRG006</td>
<td>Participate in work placement</td>
</tr>
<tr>
<td>FSKLRG007</td>
<td>Use strategies to identify job opportunities</td>
</tr>
<tr>
<td>FSKLRG008</td>
<td>Use simple strategies for work-related learning</td>
</tr>
<tr>
<td>FSKLRG016</td>
<td>Use short and simple strategies to organise highly familiar workplace tasks</td>
</tr>
<tr>
<td>FSKLRG017</td>
<td>Identify simple strategies to respond to familiar workplace problems</td>
</tr>
<tr>
<td>FSKOCM001</td>
<td>Participate in highly familiar spoken exchanges</td>
</tr>
<tr>
<td>FSKOCM002</td>
<td>Engage in short and simple spoken exchanges at work</td>
</tr>
<tr>
<td>FSKOCM003</td>
<td>Participate in familiar spoken interactions at work</td>
</tr>
<tr>
<td>FSKRDG001</td>
<td>Recognise extremely short and simple workplace signs and symbols</td>
</tr>
<tr>
<td>FSKRDG002</td>
<td>Read and respond to short and simple workplace signs and symbols</td>
</tr>
<tr>
<td>FSKRDG004</td>
<td>Read and respond to short and simple workplace information</td>
</tr>
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<td>FSKRDG005</td>
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<td>FSKRDG006</td>
<td>Read and respond to simple informal workplace texts</td>
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<tr>
<td>FSKRDG007</td>
<td>Read and respond to simple workplace information</td>
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<tr>
<td>Unit code</td>
<td>Unit title</td>
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<td>-----------------------------------------------------------------------------</td>
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<tr>
<td>FSKWTG001</td>
<td>Complete personal details on extremely simple and short workplace forms</td>
</tr>
<tr>
<td>FSKWTG002</td>
<td>Write short and simple workplace formatted texts</td>
</tr>
<tr>
<td>FSKWTG003</td>
<td>Write short and simple workplace information</td>
</tr>
<tr>
<td>FSKWTG005</td>
<td>Write simple workplace formatted texts</td>
</tr>
<tr>
<td>FSKWTG006</td>
<td>Write simple workplace information</td>
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**Qualification Mapping Information**

No equivalent qualification. Supersedes but is not equivalent to FSK10113 Certificate I in Access to Vocational Pathways.

**Links**

FSK10219 Certificate I in Skills for Vocational Pathways

Modification History

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</tbody>
</table>

Qualification Description

This qualification is designed for individuals who need skills to prepare for a vocational pathway qualification or further foundation skills development.

It is suitable for individuals who require:

- a pathway to employment and further vocational training
- reading, writing, oral communication, learning and numeracy skills primarily aligned to the Australian Core Skills Framework (ACSF) Level 2
- entry level digital technology and employability skills
- education, training and employment goals.

Foundation Skills Training Package qualifications may not be listed as an entry requirement for vocational qualifications.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

Nil

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 11 units of competency
  - 1 core unit, plus
  - 10 elective units

The electives are to be chosen as follows:

- up to 3 units may be selected from Group A
- at least 5 units must be selected from Group B
- 2 units must be selected from any currently endorsed training package qualification or accredited course other than FSK
- remaining units may be selected from the FSK training package or any currently endorsed training package qualification or accredited course.

Elective units must be relevant to vocational pathways and not duplicate the outcomes of already selected units.

### Core Units

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
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</thead>
<tbody>
<tr>
<td>FSKLRG008</td>
<td>Use simple strategies for work-related learning</td>
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### Elective Units

**Group A: Numeracy units**

<table>
<thead>
<tr>
<th>Unit code</th>
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<tbody>
<tr>
<td>FSKNUM003</td>
<td>Use whole numbers and halves for work</td>
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<td>FSKNUM004</td>
<td>Use basic and familiar metric measurements for work</td>
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<tr>
<td>FSKNUM005</td>
<td>Use familiar 2D shapes for work</td>
</tr>
<tr>
<td>FSKNUM006</td>
<td>Use simple and highly familiar spatial information for work</td>
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<tr>
<td>FSKNUM007</td>
<td>Use simple data for work</td>
</tr>
<tr>
<td>FSKNUM008</td>
<td>Use whole numbers and simple fractions, decimals and percentages for work</td>
</tr>
<tr>
<td>FSKNUM009</td>
<td>Use familiar and simple metric measurements for work</td>
</tr>
<tr>
<td>FSKNUM010</td>
<td>Use common shapes for work</td>
</tr>
<tr>
<td>FSKNUM011</td>
<td>Use familiar and simple spatial information for work</td>
</tr>
<tr>
<td>FSKNUM012</td>
<td>Use familiar and simple data for work</td>
</tr>
<tr>
<td>FSKNUM013</td>
<td>Construct simple tables and graphs for work</td>
</tr>
<tr>
<td>FSKNUM014</td>
<td>Calculate with whole numbers and familiar fractions, decimals and percentages for work</td>
</tr>
<tr>
<td>FSKNUM015</td>
<td>Estimate, measure and calculate with routine metric measurements for work</td>
</tr>
<tr>
<td>Unit code</td>
<td>Unit title</td>
</tr>
<tr>
<td>--------------</td>
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</tr>
<tr>
<td>FSKNUM016</td>
<td>Interpret, draw and construct routine 2D and 3D shapes for work</td>
</tr>
<tr>
<td>FSKNUM017</td>
<td>Use familiar and routine maps and plans for work</td>
</tr>
<tr>
<td>FSKNUM018</td>
<td>Collect data and construct routine tables and graphs for work</td>
</tr>
<tr>
<td>FSKNUM019</td>
<td>Interpret routine tables, graphs and charts and use information and data for work</td>
</tr>
<tr>
<td>FSKNUM020</td>
<td>Use familiar, routine functions of a calculator for work</td>
</tr>
<tr>
<td>FSKNUM040</td>
<td>Identify and interpret common chance events for work</td>
</tr>
<tr>
<td>FSKNUM041</td>
<td>Use chance and probability calculations for work</td>
</tr>
</tbody>
</table>

**Group B: Reading, writing, oral communication, learning and digital technology units**

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSKDIG001</td>
<td>Use digital technology for short and basic workplace tasks</td>
</tr>
<tr>
<td>FSKDIG002</td>
<td>Use digital technology for routine and simple workplace tasks</td>
</tr>
<tr>
<td>FSKDIG003</td>
<td>Use digital technology for non-routine workplace tasks</td>
</tr>
<tr>
<td>FSKLRG002</td>
<td>Identify strategies to respond to short and simple workplace problems</td>
</tr>
<tr>
<td>FSKLRG003</td>
<td>Use short and simple strategies for career planning</td>
</tr>
<tr>
<td>FSKLRG004</td>
<td>Use short and simple strategies for work-related learning</td>
</tr>
<tr>
<td>FSKLRG005</td>
<td>Use strategies to plan simple workplace tasks</td>
</tr>
<tr>
<td>FSKLRG006</td>
<td>Participate in work placement</td>
</tr>
<tr>
<td>FSKLRG007</td>
<td>Use strategies to identify job opportunities</td>
</tr>
<tr>
<td>FSKLRG009</td>
<td>Use strategies to respond to routine workplace problems</td>
</tr>
<tr>
<td>FSKLRG010</td>
<td>Use routine strategies for career planning</td>
</tr>
<tr>
<td>FSKLRG011</td>
<td>Use routine strategies for work-related learning</td>
</tr>
<tr>
<td>FSKLRG016</td>
<td>Use short and simple strategies to organise highly familiar workplace tasks</td>
</tr>
<tr>
<td>Unit code</td>
<td>Unit title</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>FSKLRG017</td>
<td>Identify simple strategies to respond to familiar workplace problems</td>
</tr>
<tr>
<td>FSKLRG018</td>
<td>Develop a plan to organise routine workplace tasks</td>
</tr>
<tr>
<td>FSKOCM002</td>
<td>Engage in short and simple spoken exchanges at work</td>
</tr>
<tr>
<td>FSKOCM003</td>
<td>Participate in familiar spoken interactions at work</td>
</tr>
<tr>
<td>FSKOCM004</td>
<td>Use oral communication skills to participate in workplace meetings</td>
</tr>
<tr>
<td>FSKOCM005</td>
<td>Use oral communication skills for effective workplace presentations</td>
</tr>
<tr>
<td>FSKOCM006</td>
<td>Use oral communication skills to participate in workplace teams</td>
</tr>
<tr>
<td>FSKOCM007</td>
<td>Interact effectively with others at work</td>
</tr>
<tr>
<td>FSKOCM012</td>
<td>Use oral communication skills to participate in workplace negotiations</td>
</tr>
<tr>
<td>FSKRDG002</td>
<td>Read and respond to short and simple workplace signs and symbols</td>
</tr>
<tr>
<td>FSKRDG004</td>
<td>Read and respond to short and simple workplace information</td>
</tr>
<tr>
<td>FSKRDG005</td>
<td>Read and respond to simple and familiar workplace procedures</td>
</tr>
<tr>
<td>FSKRDG006</td>
<td>Read and respond to simple informal workplace texts</td>
</tr>
<tr>
<td>FSKRDG007</td>
<td>Read and respond to simple workplace information</td>
</tr>
<tr>
<td>FSKRDG008</td>
<td>Read and respond to information in routine visual and graphic texts</td>
</tr>
<tr>
<td>FSKRDG009</td>
<td>Read and respond to routine standard operating procedures</td>
</tr>
<tr>
<td>FSKRDG010</td>
<td>Read and respond to routine workplace information</td>
</tr>
<tr>
<td>FSKWTG002</td>
<td>Write short and simple workplace formatted texts</td>
</tr>
<tr>
<td>FSKWTG003</td>
<td>Write short and simple workplace information</td>
</tr>
<tr>
<td>FSKWTG005</td>
<td>Write simple workplace formatted texts</td>
</tr>
<tr>
<td>FSKWTG006</td>
<td>Write simple workplace information</td>
</tr>
<tr>
<td>FSKWTG008</td>
<td>Complete routine workplace formatted texts</td>
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<td>Write routine workplace texts</td>
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Qualification Mapping Information

No equivalent qualification. Supersedes but is not equivalent to FSK10213 Certificate I in Skills for Vocational Pathways.

Links

FSK20119 Certificate II in Skills for Work and Vocational Pathways

Modification History

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Qualification Description

This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways.

It is suitable for individuals who require:

- a pathway to employment or further vocational training
- reading, writing, oral communication, learning and numeracy skills primarily aligned to the Australian Core Skills Framework (ACSF) Level 3
- entry level digital literacy and employability skills
- a vocational training and employment plan.

Foundation Skills Training Package qualifications may not be listed as an entry requirement for vocational qualifications.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

Nil

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 14 units of competency
  - 1 core unit, plus
  - 13 elective units

The electives are to be chosen as follows:
- up to 5 units may be selected from Group A
- at least 5 units must be selected from Group B
- 3 units must be selected from any currently endorsed training package qualification or accredited course other than FSK
- remaining units may be selected from the FSK training package or any currently endorsed training package qualification or accredited course.

Elective units must be relevant to vocational pathways and not duplicate the outcomes of already selected units.

### Core Units

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
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<tbody>
<tr>
<td>FSKLRG011</td>
<td>Use routine strategies for work-related learning</td>
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### Elective Units

**Group A: Numeracy units**

<table>
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<tr>
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<tbody>
<tr>
<td>FSKNUM014</td>
<td>Calculate with whole numbers and familiar fractions, decimals and percentages for work</td>
</tr>
<tr>
<td>FSKNUM015</td>
<td>Estimate, measure and calculate with routine metric measurements for work</td>
</tr>
<tr>
<td>FSKNUM016</td>
<td>Interpret, draw and construct routine 2D and 3D shapes for work</td>
</tr>
<tr>
<td>FSKNUM017</td>
<td>Use familiar and routine maps and plans for work</td>
</tr>
<tr>
<td>FSKNUM018</td>
<td>Collect data and construct routine tables and graphs for work</td>
</tr>
<tr>
<td>FSKNUM019</td>
<td>Interpret routine tables, graphs and charts and use information and data for work</td>
</tr>
<tr>
<td>FSKNUM021</td>
<td>Apply an expanding range of mathematical calculations for work</td>
</tr>
<tr>
<td>FSKNUM022</td>
<td>Use ratios, rates and proportions for complex workplace tasks</td>
</tr>
<tr>
<td>FSKNUM023</td>
<td>Estimate, measure and calculate measurements for work</td>
</tr>
<tr>
<td>FSKNUM024</td>
<td>Use geometry to draw 2D shapes and construct 3D shapes for work</td>
</tr>
<tr>
<td>FSKNUM025</td>
<td>Use detailed maps to plan travel routes for work</td>
</tr>
<tr>
<td>FSKNUM026</td>
<td>Read, interpret and use detailed plans, drawings and diagrams for</td>
</tr>
<tr>
<td>Unit code</td>
<td>Unit title</td>
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</tr>
<tr>
<td>FSKNUM027</td>
<td>Collect, organise and interpret statistical data for work</td>
</tr>
<tr>
<td>FSKNUM028</td>
<td>Use routine formulas and algebraic expressions for work</td>
</tr>
<tr>
<td>FSKNUM029</td>
<td>Use introductory graphical techniques for work</td>
</tr>
<tr>
<td>FSKNUM030</td>
<td>Use common functions of a scientific calculator for work</td>
</tr>
<tr>
<td>FSKNUM031</td>
<td>Apply specialised mathematical calculations for work</td>
</tr>
<tr>
<td>FSKNUM032</td>
<td>Use and calculate with complex measurements for work</td>
</tr>
<tr>
<td>FSKNUM033</td>
<td>Collect, organise and analyse complex statistical data for work</td>
</tr>
<tr>
<td>FSKNUM034</td>
<td>Use and apply concepts of probability for work</td>
</tr>
<tr>
<td>FSKNUM035</td>
<td>Use algebraic and graphical techniques to analyse mathematical problems for work</td>
</tr>
<tr>
<td>FSKNUM036</td>
<td>Use trigonometry for work</td>
</tr>
<tr>
<td>FSKNUM037</td>
<td>Use introductory matrices for work</td>
</tr>
<tr>
<td>FSKNUM038</td>
<td>Use introductory vectors</td>
</tr>
<tr>
<td>FSKNUM039</td>
<td>Use introductory calculus for work</td>
</tr>
<tr>
<td>FSKNUM041</td>
<td>Use chance and probability calculations for work</td>
</tr>
</tbody>
</table>

**Group B: Reading, writing, oral communication, learning and digital technology units**

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSKDIG003</td>
<td>Use digital technology for non-routine workplace tasks</td>
</tr>
<tr>
<td>FSKLRG009</td>
<td>Use strategies to respond to routine workplace problems</td>
</tr>
<tr>
<td>FSKLRG010</td>
<td>Use routine strategies for career planning</td>
</tr>
<tr>
<td>FSKLRG012</td>
<td>Apply strategies to plan and manage complex workplace tasks</td>
</tr>
<tr>
<td>FSKLRG013</td>
<td>Apply strategies to respond to complex workplace problems</td>
</tr>
<tr>
<td>FSKLRG014</td>
<td>Manage strategies for career progression</td>
</tr>
<tr>
<td>Unit code</td>
<td>Unit title</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>FSKLRG015</td>
<td>Manage own work-related learning</td>
</tr>
<tr>
<td>FSKLRG018</td>
<td>Develop a plan to organise routine workplace tasks</td>
</tr>
<tr>
<td>FSKOCM004</td>
<td>Use oral communication skills to participate in workplace meetings</td>
</tr>
<tr>
<td>FSKOCM005</td>
<td>Use oral communication skills for effective workplace presentations</td>
</tr>
<tr>
<td>FSKOCM006</td>
<td>Use oral communication skills to participate in workplace teams</td>
</tr>
<tr>
<td>FSKOCM007</td>
<td>Interact effectively with others at work</td>
</tr>
<tr>
<td>FSKOCM008</td>
<td>Use oral communication skills to facilitate workplace negotiations</td>
</tr>
<tr>
<td>FSKOCM009</td>
<td>Use oral communication skills to facilitate workplace meetings</td>
</tr>
<tr>
<td>FSKOCM010</td>
<td>Use oral communication skills for complex workplace presentations</td>
</tr>
<tr>
<td>FSKOCM011</td>
<td>Use oral communication skills to facilitate complex workplace team interactions</td>
</tr>
<tr>
<td>FSKOCM012</td>
<td>Use oral communication skills to participate in workplace negotiations</td>
</tr>
<tr>
<td>FSKRDG008</td>
<td>Read and respond to information in routine visual and graphic texts</td>
</tr>
<tr>
<td>FSKRDG009</td>
<td>Read and respond to routine standard operating procedures</td>
</tr>
<tr>
<td>FSKRDG010</td>
<td>Read and respond to routine workplace information</td>
</tr>
<tr>
<td>FSKRDG011</td>
<td>Read and respond to complex workplace information</td>
</tr>
<tr>
<td>FSKRDG012</td>
<td>Read and respond to highly complex workplace information</td>
</tr>
<tr>
<td>FSKWTG008</td>
<td>Complete routine workplace formatted texts</td>
</tr>
<tr>
<td>FSKWTG009</td>
<td>Write routine workplace texts</td>
</tr>
<tr>
<td>FSKWTG010</td>
<td>Write complex workplace texts</td>
</tr>
<tr>
<td>FSKWTG011</td>
<td>Write highly complex workplace texts</td>
</tr>
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</table>
Qualification Mapping Information

No equivalent qualification. Supersedes but is not equivalent to FSK20113 Certificate II in Skills for Work and Vocational Pathways.

Links

FSKDIG001 Use digital technology for short and basic workplace tasks

Modification History

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<tbody>
<tr>
<td>Release 1</td>
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</tr>
</tbody>
</table>

Application

This unit describes the skills and knowledge required to use digital technology to undertake short and basic workplace tasks under supervision, such as operating machinery with computerised settings, sending an electronic message, entering information into a word processor, completing work attendance records online, using access codes, and reading gauges, scales, and meters.

An individual performing these tasks works alongside an expert or mentor where prompting and advice can be provided as needed.

This unit applies to individuals who use, or are preparing to use, digital skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit can be integrated and contextualised with vocational training to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Digital Technology

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare to use digital technology | 1.1 Identify nature and scope of short and basic workplace task that requires the use of digital technology  
1.2 Clarify task requirements with suitable personnel |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Perform short and basic workplace task</td>
<td>1.3 Identify and select digital technology required for task, with assistance</td>
</tr>
<tr>
<td></td>
<td>1.4 Identify and use simple terms and symbols associated with use of digital technology</td>
</tr>
<tr>
<td>2. Perform short and basic workplace task</td>
<td>2.1 Follow verbal, written or pictorial instructions to access and use digital technology</td>
</tr>
<tr>
<td>2. Perform short and basic workplace task</td>
<td>2.2 Follow workplace procedures to perform task using selected technology</td>
</tr>
<tr>
<td>using digital technology</td>
<td></td>
</tr>
<tr>
<td>3. Finalise task</td>
<td>3.1 Follow simple instructions to shut down or reset technology following task completion</td>
</tr>
<tr>
<td></td>
<td>3.2 Review work against task requirements</td>
</tr>
<tr>
<td></td>
<td>3.3 Seek feedback and review performance to complete task</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Mapping Information**

Supersedes and is equivalent to FSKDIG01 Use digital technology for basic workplace tasks.

**Links**

Assessment Requirements for FSKDIG001 Use digital technology for short and basic workplace tasks

Modification History

<table>
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<tbody>
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</tbody>
</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- use digital technology to complete at least three short and basic workplace tasks with different required outcomes.

During the above, the candidate must communicate with relevant personnel to clarify task requirements and review results, and access and follow instructions for use of selected digital technology.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements and performance criteria of this unit, including knowledge of:

- basic features and functions of digital technologies used when completing short and basic workplace tasks
- processes to follow highly familiar workplace instructions for the use of digital technology as outlined in relevant procedures, guides or manuals
- workplace procedures for safely accessing and using digital technology
- workplace protocols for ensuring privacy and safety when using digital technology
- communication techniques to clarify and review digital technology task requirements.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Skills must be demonstrated using short and basic tasks that reflect those typically found in a workplace.
The following resources are to be made available:

- an expert or mentor to provide prompting and advice to learner, as needed
- digital technology required to complete the task
- workplace procedures required to complete the task
- own familiar support resources.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of digital technology, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKDIG002 Use digital technology for routine and simple workplace tasks

Modification History

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</table>

Application

This unit describes the skills and knowledge required to use digital technology to undertake workplace tasks that are simple and routine in nature. It requires the ability to identify and interpret technical instructions, and setup and apply a range of digital technologies to achieve predetermined outcomes.

An individual performing these tasks may work with an expert or mentor where support is available if requested.

This unit applies to individuals who use, or are preparing to use, digital skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Digital Technology

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to use digital technology for routine and simple task</td>
<td>1.1 Identify nature and scope of routine and simple workplace task that requires the use of digital technology</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify purpose of task and required outcome</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify, select and locate appropriate digital technology required</td>
</tr>
</tbody>
</table>
## Element | Performance Criteria
--- | ---
for task | 1.4 Locate and identify simple workplace information and terminology associated with technology

2. Perform routine and simple workplace task using digital technology | 2.1 Interpret and follow simple instructions to access and use digital technology required for the task
2.2 Use technology to enter, store and retrieve information relevant to the task
2.3 Comply with workplace procedures relevant to using digital technology in completing task
2.4 Use basic security protocols related to workplace task

3. Finalise task | 3.1 Complete use of technology for designated task in accordance with workplace procedures
3.2 Review performance against required outcome
3.3 Seek feedback on performance against outcomes and identify ways to improve performance

### Foundation Skills
*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

### Mapping Information
Supersedes and is equivalent to FSKDIG02 Use digital technology for simple workplace tasks.

### Links
Assessment Requirements for FSKDIG002 Use digital technology for routine and simple workplace tasks

Modification History

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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- use digital technology to complete at least three routine and simple workplace tasks with different required outcomes and in accordance with workplace procedures.

During the above, the candidate must use the main features and functions of the selected digital technology and suitable security protocols.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements and performance criteria of this unit, including knowledge of:

- outcomes of routine and simple workplace tasks
- familiar types of digital technology commonly used in the workplace, their purposes and their uses
- familiar workplace instructions and procedures for the use of digital technology relevant to routine and simple workplace tasks
- relevant ethical and security practices applicable to workplace digital technology
- simple conventions of online etiquette
- strategies to review and improve performance.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Skills must be demonstrated using routine and simple tasks that reflect those typically found in a workplace.

The following resources are to be made available:
Assessment Requirements for FSKDIG002 Use digital technology for routine and simple workplace tasks

- an expert or mentor to provide support to learner if requested
- digital technology required to complete the performance evidence
- workplace procedures required to complete the performance evidence
- own familiar support resources.

Assessors must:
- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of digital technology, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKDIG003 Use digital technology for non-routine workplace tasks

Modification History

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</table>

Application

This unit describes the skills and knowledge required to use digital technology to undertake non-routine workplace tasks, such as, operating machinery with computerised settings, entering text into a scanning device, collecting data to construct tables, graphs and charts in a spreadsheet, and measuring, recording and interpreting data using digital equipment.

An individual performing these tasks works independently and uses familiar support resources as needed.

This unit applies to individuals who use, or are preparing to use, digital skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Digital Technology

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Elements describe the essential outcomes.</em></td>
<td><em>Performance criteria describe the performance needed to demonstrate achievement of the element.</em></td>
</tr>
</tbody>
</table>

1. Prepare to use digital technology for non-routine task

1.1 Identify nature and scope of non-routine workplace task that requires the use of digital technology

1.2 Identify purpose of task and set the required outcome

1.3 Select and organise appropriate digital technology required for
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>task</td>
<td>1.4 Locate and interpret routine workplace information and terminology associated with technology, and relevant safety procedures</td>
</tr>
<tr>
<td>2. Perform non-routine workplace task using digital technology</td>
<td>2.1 Interpret and follow routine information and instructions from a range of sources to access and use digital technology required for task &lt;br&gt; 2.2 Apply knowledge or skills to adapt instructions to suit changes or requirements in the workplace &lt;br&gt; 2.3 Comply with workplace procedures and security protocols relevant to using digital technology in completing task</td>
</tr>
<tr>
<td>3. Finalise task</td>
<td>3.1 Determine and complete shut down or reset of technology in accordance with workplace procedures &lt;br&gt; 3.2 Review performance against required outcomes &lt;br&gt; 3.3 Evaluate and plan ways to improve performance</td>
</tr>
</tbody>
</table>

**Foundation Skills**

This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Mapping Information**

Supersedes and is equivalent to FSKDIG03 Use digital technology for routine workplace tasks.

**Links**

Assessment Requirements for FSKDIG003 Use digital technology for non-routine workplace tasks

Modification History

<table>
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</tbody>
</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- use digital technology to complete at least three non-routine workplace tasks with different required outcomes and in accordance with workplace procedures.

During the above, the candidate must demonstrate use of the main features and functions of selected digital technology and application of security protocols.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements and performance criteria of this unit, including knowledge of:

- outcomes of relevant non-routine workplace tasks using digital technology
- types of digital technology – software and hardware – commonly used in the workplace, their purposes and their uses
- legislation or policies relevant to the use of workplace technology
- workplace procedures for safely accessing and using digital technology
- techniques to synthesise relevant information and instructions from various sources
- relevant ethical and security practices applicable to use of digital technology for non-routine workplace tasks
- conventions of online etiquette
- strategies to review and improve performance.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.
Skills must be demonstrated using non-routine tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- digital technology required to complete the performance evidence
- workplace procedures required to complete the performance evidence
- own familiar support resources.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of digital technology, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

**Links**

FSKLRG001 Prepare to participate in a learning environment

Modification History

<table>
<thead>
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Application

This unit describes the skills and knowledge required to develop an initial learning plan to engage with formal or informal vocational and/or workplace learning activities. The learning plan includes skills related to digital competency, managing time and commitments, developing a learner/peer support network, and/or developing simple strategies for supported learning. An individual preparing a learning plan will be required to identify learning goals and initial steps required to achieve their learning goals.

An individual performing these tasks operates alongside an expert or mentor where significant support, prompting, advice and modelling can be provided.

This unit applies to individuals who use, or are preparing to use, learning skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit can be integrated and contextualised with vocational training to support achievement of vocational competency.

The unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) learning core skill indicators .01 and .02 at pre-level 1 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Learning

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
## Element | Performance Criteria
--- | ---
1. Prepare to engage in learning | 1.1 Identify own resource and planning needs for vocational training or workplace learning, with assistance  
1.2 Identify an immediate learning goal based on learning needs and preference for learning activities, with assistance  
1.3 Identify potential barriers to participating in learning
2. Propose a plan for learning | 2.1 Identify how to access highly familiar learning resources and available support  
2.2 Identify highly familiar and initial steps to achieving goals  
2.3 Review plan with expert or mentor

### Foundation Skills

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

### Mapping Information

Supersedes and is equivalent to FSKLRG01 Prepare to participate in a learning environment.

### Links

Assessment Requirements for FSKLRG001 Prepare to participate in a learning environment

Modification History

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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- identify at least one learning goal and describe initial steps to achieve goal.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- own barriers to learning
- own learning goals
- common sources of support and information to achieve learning objectives
- relevant, simple, implementable steps to achieve goal.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Skills must be demonstrated using very short and simple texts or tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- an expert or mentor to initiate and provide highly structured support and modelling to learner
- a frequently used word list for learning in the workplace
- own familiar support resources.

Assessors must:
• satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
• have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
• have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, learning, and
• have completed the following or equivalent:
  • TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  • a higher level education qualification, such as:
    • TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    • Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKLRG002 Identify strategies to respond to short and simple workplace problems

Modification History

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</table>

Application

This unit describes the skills and knowledge required to identify short and simple workplace problems and propose strategies to respond to the problems.

An individual performing these tasks works alongside an expert or mentor where prompting and advice can be provided as needed.

This unit applies to individuals who use, or are preparing to use, learning skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit can be integrated and contextualised with vocational training to support achievement of vocational competency.

The unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) learning core skill indicators .01 and .02 at level 1 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Learning

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<table>
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<tr>
<td><em>Elements describe the essential outcomes.</em></td>
<td><em>Performance criteria describe the performance needed to demonstrate achievement of the element.</em></td>
</tr>
<tr>
<td>1. Identify short and simple problems affecting own work</td>
<td>1.1 Identify a range of workplace problems that may routinely arise&lt;br&gt;1.2 Identify and select a workplace problem for review</td>
</tr>
</tbody>
</table>
Element | Performance Criteria
--- | ---
1.3 | Identify possible factors contributing to identified problem

2. Propose problem solving strategies
2.1 | Identify strategies to respond to a selected workplace problem
2.2 | Identify appropriate resources or tools that may be required to solve selected problem

3. Review problem solving strategies
3.1 | Seek feedback from expert or mentor on proposed strategy
3.2 | Identify alternative or additional approaches or factors for resolving identified problem

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
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</thead>
</table>
| Oral Communication | • Follows short, explicit instructions or direction

**New Topic (185)**

Supersedes and is equivalent to FSKLRG02 Identify strategies to respond to basic workplace problems.

**Links**

Assessment Requirements for FSKLRG002 Identify strategies to respond to short and simple workplace problems

Modification History

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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- identify at least two short and simple workplace problems and propose appropriate problem-solving strategies.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- common short and simple problems relevant to workplace
- common factors that may contribute to short and simple workplace problems
- common resources or tools that can assist with short and simple problem-solving strategies
- relevant strategies to respond to short and simple workplace problems
- sources of appropriate feedback.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Skills must be demonstrated using short and simple problems that reflect those typically found in a workplace.

The following resources are to be made available:

- an expert or mentor to provide prompting and feedback to learner, as needed
- frequently used word list for learning in the workplace
- own familiar support resources.
Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, learning, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

**Links**

FSKLRG003 Use short and simple strategies for career planning

Modification History

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</table>

Application

This unit describes the skills and knowledge required to plan for work and learning using an individual learning plan.

An individual performing these tasks works alongside an expert or mentor where prompting and advice can be provided as needed.

This unit applies to individuals who use, or are preparing to use, learning skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit can be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) learning core skill indicators .01 and .02 at level 1 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Learning

Elements and Performance Criteria

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Plan for short and simple career strategies         | 1.1 Identify own career goal  
1.2 Identify learning requirements to achieve goals  
1.3 Identify own skills and any relevant skill gaps, with assistance |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4 Identify potential barriers to achieving career goals, with assistance</td>
<td></td>
</tr>
<tr>
<td>2. Prepare an individual learning plan</td>
<td>2.1 Identify strategies to develop required skills to achieve goals &lt;br&gt; 2.2 Record information on a short and simple individual learning plan, with assistance</td>
</tr>
<tr>
<td>3. Review plan</td>
<td>3.1 Seek feedback from expert or mentor on learning plan &lt;br&gt; 3.2 Respond to feedback and review learning plan and strategies as appropriate</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Mapping Information**

Supersedes and is equivalent to FSKLRG03 Use basic strategies for career planning.

**Links**

Assessment Requirements for FSKLRG003 Use short and simple strategies for career planning

Modification History

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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- identify at least two personal work goals and prepare a short and simple individual learning plan to achieve goals.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- simple strategies to plan for career
- common barriers to achieving career goals
- sources of information for support and advice to plan career
- common features of short and simple individual learning plans
- sources of appropriate advice/feedback.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Skills must be demonstrated using short and simple texts or tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- an expert or mentor to provide prompting and advice to learner, as needed
- frequently used word list for learning in the workplace
- own familiar support resources.

Assessors must:
- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, learning, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

**Links**

FSKLRG004 Use short and simple strategies for work-related learning

Modification History

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</table>

Application

This unit describes the skills and knowledge required to identify own learning goals and needs to engage in a vocational or workplace learning environment.

An individual performing these tasks works alongside an expert or mentor where prompting and advice can be provided as needed.

This unit applies to individuals who use, or are preparing to use, learning skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit can be integrated and contextualised with vocational training to support achievement of vocational competency.

The unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) learning core skill indicators .01 and .02 at level 1 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Learning

Elements and Performance Criteria

<table>
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<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare to engage in learning | 1.1 Identify own learning needs, with assistance  
1.2 Identify preferred approaches to learning  
1.3 Identify potential barriers to learning |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Apply strategies for learning</td>
<td>2.1 Identify and select short term learning goals, with assistance</td>
</tr>
<tr>
<td></td>
<td>2.2 Identify short and simple learning strategies to support learning goals</td>
</tr>
<tr>
<td></td>
<td>2.3 Identify and use a limited range of learning support resources</td>
</tr>
<tr>
<td></td>
<td>2.4 Develop a short and simple learning plan to achieve goals</td>
</tr>
<tr>
<td>3. Review own learning progress</td>
<td>3.1 Check progress against learning plan</td>
</tr>
<tr>
<td></td>
<td>3.2 Seek feedback on learning progression</td>
</tr>
<tr>
<td></td>
<td>3.3 Identify areas for further learning and/or development</td>
</tr>
</tbody>
</table>

**Foundation Skills**

This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Locates and reads information to support own work-related learning</td>
</tr>
</tbody>
</table>

**Mapping Information**

Supersedes and is equivalent to FSKLRG04 Use basic strategies for work-related learning.

**Links**

Assessment Requirements for FSKLRG004 Use short and simple strategies for work-related learning

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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- identify at least two learning goals and develop a short and simple personal or vocational learning plan to support goal achievement
- check and review learning plan with guidance and assistance from expert or mentor on at least one occasion.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- common learning approaches and the application of each
- potential barriers to learning
- own learning goals and needs
- short and simple strategies to support learning goals
- support resources relevant to goals identified
- approaches to check and respond to progress of learning plans
- typical features of short and simple learning plans.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Skills must be demonstrated using short and simple texts or tasks that reflect those typically found in a workplace.

The following resources are to be made available:
• an expert or mentor to provide prompting and advice to learner, as needed
• frequently used word list for learning in the workplace
• own familiar support resources
• learning support resources.

Assessors must:
• satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
• have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
• have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, learning, and
• have completed the following or equivalent:
  • TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  • a higher level education qualification, such as:
    • TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    • Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKLRG005 Use strategies to plan simple workplace tasks

Modification History

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Application

This unit describes the skills and knowledge required to plan simple, predictable and familiar workplace tasks that involve a limited number of steps, such as operating equipment, responding to enquiries, setting up materials, checking safety equipment, or ordering supplies.

An individual performing these tasks may work with an expert or mentor where support is available if requested.

This unit applies to individuals who use, or are preparing to use, learning skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

The unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) learning core skill indicators .01 and .02 at level 2 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Learning

Elements and Performance Criteria

<table>
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<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Investigate simple workplace tasks</td>
<td>1.1 Identify a range of simple and familiar workplace tasks 1.2 Identify workplace procedures and materials required to complete tasks</td>
</tr>
</tbody>
</table>
Element | Performance Criteria
--- | ---
1.3 Identify and access a small range of support resources relevant to tasks
2. Develop strategy for task completion
2.1 Identify a familiar workplace task for review
2.2 Identify purpose of task and desired outcome
2.3 Identify and use simple strategies to plan workplace task
3. Review plan
3.1 Seek feedback from expert or mentor on plan
3.2 Revise plan as required

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
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<tbody>
<tr>
<td>Planning and Organising</td>
<td>• Prioritises tasks with attention to timelines</td>
</tr>
</tbody>
</table>

**Mapping Information**

Supersedes and is equivalent to FSKLRG05 Use strategies to plan simple workplace tasks.

**Links**

Assessment Requirements for FSKLRG005 Use strategies to plan simple workplace tasks

Modification History

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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- identify at least two familiar and predictable workplace tasks and select strategies to plan tasks in accordance with purpose
- review plan on at least one occasion.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- familiar and predictable workplace tasks
- purposes and appropriate outcomes of workplace tasks
- workplace procedures and materials required to complete simple workplace tasks
- strategies to plan simple workplace tasks
- techniques to review and revise plans as necessary.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Skills must be demonstrated using simple texts or tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- an expert or mentor to provide support to learner if requested
- frequently used word list for learning in the workplace
- own familiar support recourses
Assessment Requirements for FSKLRG005 Use strategies to plan simple workplace tasks

- relevant workplace policies, procedures, equipment and supplies.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, learning, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKLRG006 Participate in work placement

Modification History

<table>
<thead>
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<th>Release</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Release 1</td>
<td>This version first released with FSK Foundation Skills Training Package Version 2.0.</td>
</tr>
</tbody>
</table>

Application

This unit describes the skills and knowledge required to plan and participate in work experience and work placements.

An individual performing these tasks may work with an expert/mentor where support is available if requested.

This unit applies to individuals who use, or are preparing to use, learning skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) learning core skill indicators .01 and .02 at level 2 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Learning

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Plan to participate in work placement</td>
<td>1.1 Identify details of host workplace with assistance</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify information about host employer and work protocols</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify and plan around potential barriers for participation</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>1.4</td>
<td>Establish desired learning outcomes of placement with assistance</td>
</tr>
</tbody>
</table>
| 2. Undertake work placement | 2.1 Follow relevant work practices and procedures  
2.2 Perform appropriate workplace tasks as directed  
2.3 Seek advice from assigned supervisor for new tasks or use of unfamiliar equipment |
| 3. Finalise and review participation | 3.1 Collect relevant and allowed evidence of performance on work placement  
3.2 Seek feedback on work placement performance  
3.3 Evaluate work placement with reference to desired outcomes |

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>- Reads and understands workplace texts</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>- Asks questions of expert or mentor in the field</td>
</tr>
</tbody>
</table>

**Mapping Information**

Supersedes and is equivalent to FSKLRG06 Participate in work placement.

**Links**

Assessment Requirements for FSKLRG006 Participate in work placement

Modification History

<table>
<thead>
<tr>
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<tbody>
<tr>
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</tr>
</tbody>
</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- plan for, participate in and collect evidence of participation for at least one work placement.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- learning through work placement and work experience
- typical work practices and protocols
- types of evidence related to work placement such as third party report, completion of placement booklet, project, diary of activities
- strategies to monitor and review own performance during work experience.

Assessment Conditions

Competency is to be assessed in the workplace.

Skills must be demonstrated using simple texts or tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- an expert or mentor to provide support to learner if requested
- own familiar support resources
- host employer work policies, protocols and procedures.

Assessors must:
• satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
• have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
• have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, learning, and
• have completed the following or equivalent:
  • TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  • a higher level education qualification, such as:
    • TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    • Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKLRG007 Use strategies to identify job opportunities

Modification History

<table>
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<tr>
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<tbody>
<tr>
<td>Release 1</td>
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</tbody>
</table>

Application

This unit describes the skills and knowledge required to identify job pathways and strategies to seek suitable employment.

An individual performing these tasks may work with an expert or mentor where support is available if requested.

This unit applies to individuals who use, or are preparing to use, learning skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) learning core skill indicators .01 and .02 at level 2 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Learning

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Plan to identify job opportunities</td>
<td>1.1 Identify employment and training options suitable for own goals</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify own skills relevant to need of specific job or training pathway</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>1.3 Identify a range of strategies for seeking employment</td>
<td></td>
</tr>
<tr>
<td>2. Use strategies to identify job and training options</td>
<td>2.1 Identify a range of employment opportunities</td>
</tr>
<tr>
<td></td>
<td>2.2 Identify roles, responsibilities, requirements and environment of identified opportunities</td>
</tr>
<tr>
<td></td>
<td>2.3 Match own skills and capacity to requirements of preferred job</td>
</tr>
<tr>
<td></td>
<td>2.4 Identify skills gaps and training options for preferred job</td>
</tr>
<tr>
<td>3. Review opportunities</td>
<td>3.1 Make selection from identified employment choosing preferred role</td>
</tr>
<tr>
<td></td>
<td>3.2 Review employment seeking strategies</td>
</tr>
<tr>
<td></td>
<td>3.3 Identify options to progress identified job pathway</td>
</tr>
</tbody>
</table>

**Foundation Skills**

_This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria._

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Mapping Information**

Supersedes and is equivalent to FSKLRG07 Use strategies to identify job opportunities.

**Links**

Assessment Requirements for FSKLRG007 Use strategies to identify job opportunities

Modification History

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</tr>
</tbody>
</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- identify at least one job opportunity
- assess own suitability for selected job
- identify job and training pathway to apply for a selected job.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- common strategies and sources of information relevant to seeking employment
- typical roles, responsibilities and requirements for employment in jobs one particular sector or enterprise
- own skills and skills needs
- relationship between skills/capabilities and job opportunities
- job pathways.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Skills must be demonstrated using simple texts or tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- an expert or mentor to provide support to learner if requested
- own familiar support resources
• sources of job information e.g. newspapers, internet.

Assessors must:

• satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
• have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
• have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, learning, and
• have completed the following or equivalent:
  • TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  • a higher level education qualification, such as:
    • TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    • Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKLRG008 Use simple strategies for work-related learning

Modification History

<table>
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<tbody>
<tr>
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</tbody>
</table>

Application

This unit describes the skills and knowledge required to identify own learning goals and needs and develop a learning plan and strategies to assist in participation in a vocational or workplace learning environment.

An individual performing these tasks may work with an expert or mentor where support is available if requested.

This unit applies to individuals who use, or are preparing to use, learning skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

The unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) learning core skill indicators .01 and .02 at level 2 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Learning

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare for learning | 1.1 Identify suitable learning goals relevant to a work environment  
1.2 Identify strengths and weaknesses as a learner and preferred |
### Element 1.3 Identify potential barriers to own learning and propose possible solutions

### Element 2. Use strategies for learning

<table>
<thead>
<tr>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Identify and select short-term work-related learning goal</td>
</tr>
<tr>
<td>2.2 Locate information related to learning goal and assess its relevance</td>
</tr>
<tr>
<td>2.3 Identify suitable learning strategies to achieve learning goal</td>
</tr>
<tr>
<td>2.4 Identify and access a range of support resources required to achieve goal</td>
</tr>
<tr>
<td>2.5 Develop a learning plan to achieve goal, which includes a learning pathway and a method to measure outcomes</td>
</tr>
</tbody>
</table>

### Element 3. Review own learning progress

<table>
<thead>
<tr>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Check progress against learning plan and identified goals</td>
</tr>
<tr>
<td>3.2 Seek feedback on learning progression and establish options for improvement</td>
</tr>
<tr>
<td>3.3 Identify areas for further learning and training</td>
</tr>
</tbody>
</table>

### Foundation Skills

This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Communication</td>
<td>- Discusses learning progress with expert or mentor</td>
</tr>
</tbody>
</table>

### Mapping Information

Supersedes and is equivalent to FSKLRG08 Use simple strategies for work-related learning.

### Links

Assessment Requirements for FSKLRG008 Use simple strategies for work-related learning

Modification History

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</tr>
</tbody>
</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- identify at least two work related learning goals and develop a personal learning plan to support goal achievement
- check and review progress against plan and goals on at least one occasion.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- own strengths and weaknesses as a learner
- different learning approaches and their application to work related learning
- common barriers to learning and solutions to address them
- own learning goals and needs
- at least three simple strategies to support learning goals
- support resources and appropriate techniques to assess information relevant to work related learning goals
- typical features of learning plans
- approaches to check and respond to progress of learning plans.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Skills must be demonstrated using simple texts or tasks that reflect those typically found in a workplace.

The following resources are to be made available:
• an expert or mentor to provide support to learner if requested
• frequently used word list for learning in the workplace
• own familiar support resources.

Assessors must:
• satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
• have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
• have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, learning, and
• have completed the following or equivalent:
  • TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  • a higher level education qualification, such as:
    • TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    • Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKLRG009 Use strategies to respond to routine workplace problems

Modification History

<table>
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<tr>
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</tr>
</tbody>
</table>

Application

This unit describes the skills and knowledge required to identify routine workplace problems and plan strategies to respond to them.

An individual performing these tasks works independently and uses familiar support resources as needed.

This unit applies to individuals who use, or are preparing to use, learning skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) learning core skill indicators .01 and .02 at level 3 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Learning

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Plan to respond to workplace problems</td>
<td>1.1 Identify predictable problems in the workplace and desired outcomes</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify appropriate responses to predictable problems and</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>1.3</td>
<td>Identify own role and role of others in resolving routine workplace problems</td>
</tr>
<tr>
<td>2.1</td>
<td>Select a routine workplace problem to apply problem solving strategies</td>
</tr>
<tr>
<td>2.2</td>
<td>Identify internal and external factors contributing to the selected workplace problem</td>
</tr>
<tr>
<td>2.3</td>
<td>Apply suitable problem resolution practice to the situation</td>
</tr>
<tr>
<td>2.4</td>
<td>Assess and address potential barriers that may hinder problem solving process</td>
</tr>
<tr>
<td>2.5</td>
<td>Evaluate problem solving strategies and propose most appropriate</td>
</tr>
<tr>
<td>3.1</td>
<td>Seek feedback on proposed problem-solving strategy</td>
</tr>
<tr>
<td>3.2</td>
<td>Evaluate feedback and record</td>
</tr>
<tr>
<td>3.3</td>
<td>Revise strategies and make improvements as appropriate for future application</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Mapping Information**

Supersedes and is equivalent to FSKLRG09 Use strategies to respond to routine workplace problems.

**Links**

Assessment Requirements for FSKLRG009 Use strategies to respond to routine workplace problems

Modification History

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</tbody>
</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- identify at least two routine workplace problems and propose appropriate problem-solving strategies
- review and discuss the above strategies with workplace or training mentor or supervisor on at least one occasion.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- routine problems relevant to workplace
- common internal and external factors that may contribute to routine workplace problems
- common workplace and personal barriers that may hinder the problem-solving process
- range of strategies to respond to routine workplace problems
- sources of advice and feedback
- strategies to evaluate feedback and make modifications to proposed problem solving strategy.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Skills must be demonstrated using routine texts or tasks that reflect those typically found in a workplace.

The following resources are to be made available:
• own familiar support resources.

Assessors must:

• satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
• have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
• have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, learning, and
• have completed the following or equivalent:
  • TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  • a higher level education qualification, such as:
    • TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    • Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

**Links**

FSKLRG010 Use routine strategies for career planning

Modification History

<table>
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<tbody>
<tr>
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</tr>
</tbody>
</table>

Application

This unit describes the skills and knowledge required to identify and select appropriate career and work options and develop a career plan.

An individual performing these tasks works independently and uses familiar support resources as needed.

This unit applies to individuals who use, or are preparing to use, learning skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) learning core skill indicators .01 and .02 at level 3 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Learning

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Investigate career options</td>
<td>1.1 Research and identify career options and goals</td>
</tr>
<tr>
<td></td>
<td>1.2 Select a preferred career option</td>
</tr>
<tr>
<td></td>
<td>1.3 Investigate skill and training requirements for selected option</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>1.4 Match skill requirements of selected option against own skills and knowledge, and identify relevant skill gap</td>
<td></td>
</tr>
<tr>
<td>2. Develop an individual career plan</td>
<td>2.1 Identify routine learning strategies to develop required skills for chosen option</td>
</tr>
<tr>
<td></td>
<td>2.2 Develop a career plan to implement strategies</td>
</tr>
<tr>
<td></td>
<td>2.3 Identify potential barriers to learning and employment, and incorporate strategies to address these in career plan</td>
</tr>
<tr>
<td>3. Review plan</td>
<td>3.1 Seek feedback on career plan</td>
</tr>
<tr>
<td></td>
<td>3.2 Review plan in accordance with career goals</td>
</tr>
<tr>
<td></td>
<td>3.3 Revise plan as required</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Reads information relevant to career planning</td>
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</table>

**Mapping Information**

Supersedes and is equivalent to FSKLRG10 Use routine strategies for career planning.

**Links**

Assessment Requirements for FSKLRG010 Use routine strategies for career planning

Modification History

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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- identify skill and training requirements for at least three career options and develop individual career plans to achieve goals
- review and update plans on at least one occasion.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- own career and training options and goals
- techniques to research career options and the roles and responsibilities associated with job roles
- sources of information for support and advice on work and training options
- typical features of career plans
- common barriers to learning and employment
- routine learning strategies to achieve identified work goals in the performance evidence.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Skills must be demonstrated using routine texts or tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- own familiar support resources.
Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, learning, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKLRG011 Use routine strategies for work-related learning

Modification History

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</table>

Application

This unit describes the skills and knowledge required to identify own learning goals and needs and develop a formal learning plan to participate in a vocational or workplace learning environment.

An individual performing these tasks works independently and uses familiar support resources as needed.

This unit applies to individuals who use, or are preparing to use, learning skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) learning core skill indicators .01 and .02 at level 3 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Learning

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare for learning | 1.1 Identify work-related learning goals  
1.2 Investigate and select a range of formal and informal learning |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>pathways</td>
</tr>
<tr>
<td></td>
<td>1.3 Investigate a range of approaches to achieve goals, identifying strengths and limitations of approaches</td>
</tr>
<tr>
<td></td>
<td>1.4 Anticipate potential barriers to learning</td>
</tr>
<tr>
<td>2. Use strategies for learning</td>
<td>2.1 Identify and select work-related goal</td>
</tr>
<tr>
<td></td>
<td>2.2 Identify a preferred approach to achieving work-related learning goal</td>
</tr>
<tr>
<td></td>
<td>2.3 Identify and implement strategies to address barriers to achieving learning goal</td>
</tr>
<tr>
<td></td>
<td>2.4 Propose routine learning strategies to achieve learning goal</td>
</tr>
<tr>
<td></td>
<td>2.5 Identify and access a range of reliable support resources</td>
</tr>
<tr>
<td></td>
<td>2.6 Create and use a formal learning plan to implement strategies</td>
</tr>
<tr>
<td>3. Review own learning progress</td>
<td>3.1 Monitor progress against plan and reflect on actions and outcomes, identifying options for improvement</td>
</tr>
<tr>
<td></td>
<td>3.2 Seek feedback on learning progression</td>
</tr>
<tr>
<td></td>
<td>3.3 Identify areas for further learning and training</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Mapping Information**

Supersedes and is equivalent to FSKLRG11 Use routine strategies for work-related learning.

**Links**

Assessment Requirements for FSKLRG011 Use routine strategies for work-related learning

Modification History

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<tr>
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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop at least one formal learning plan to support the achievement of identified work-related learning goal and learning pathway
- check and review progress against plan on at least one occasion.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work related tasks requiring learning
- common barriers to learning and solutions to address barriers
- routine strategies to support learning goals
- own learning goals
- relevant education and training requirements for selected learning pathway options
- relevant support resources for personal learning goals and techniques to assess validity of source
- typical features of a formal learning plan
- approaches to check and respond to progress of learning plans.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Skills must be demonstrated using routine texts or tasks that reflect those typically found in a workplace.

The following resources are to be made available:
own familiar support resources.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, learning, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKLRG012 Apply strategies to plan and manage complex workplace tasks

Modification History

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</tbody>
</table>

Application

This unit describes the skills and knowledge required to plan systematic approaches to manage complex workplace tasks, including project management and monitoring workplace performance.

An individual performing these tasks works independently and uses support from a range of established resources.

This unit applies to individuals who use, or are preparing to use, learning skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) learning core skill indicators .01 and .02 at level 4 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Learning

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Analyse complex workplace tasks</td>
<td>1.1 Identify a range of complex workplace tasks 1.2 Consider implication and impact if tasks are not appropriately</td>
</tr>
</tbody>
</table>
### Performance Criteria

**Element**

<table>
<thead>
<tr>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>planned or managed, and create risk management plan</td>
</tr>
<tr>
<td>1.3 Prioritise tasks according to importance, dependence and time</td>
</tr>
<tr>
<td>1.4 Identify workplace procedures and materials relevant to planning and managing tasks</td>
</tr>
</tbody>
</table>

**2. Plan complex workplace tasks**

<table>
<thead>
<tr>
<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td>2.1 Select complex workplace task and identify desired outcome and purpose</td>
</tr>
<tr>
<td>2.2 Evaluate scope of task and plan processes to complete</td>
</tr>
<tr>
<td>2.3 Identify competing requirements or expectations relating to the task</td>
</tr>
<tr>
<td>2.4 Identify and research information or resources relevant to task</td>
</tr>
</tbody>
</table>

**3. Review and revise strategies**

<table>
<thead>
<tr>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Seek feedback to review the effectiveness of selected strategies</td>
</tr>
<tr>
<td>3.2 Revise strategies and plan as appropriate for future improvement</td>
</tr>
</tbody>
</table>

### Foundation Skills

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

### Mapping Information

Supersedes and is equivalent to FSKLRG12 Apply strategies to plan and manage complex workplace tasks.

### Links

Assessment Requirements for FSKLRG012 Apply strategies to plan and manage complex workplace tasks

Modification History

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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- create a plan that identifies at least two complex workplace tasks, strategies to complete tasks, and risk management approach
- review and check proposed plan and management approach on at least one occasion.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- complex tasks relevant to the workplace
- techniques and strategies to manage workplace tasks
- risk management
- importance of prioritising
- workplace procedures and materials required to plan and manage complex workplace tasks
- strategies to plan complex workplace tasks
- sources of information relevant to planning complex workplace tasks, such as manuals, policies and procedures
- strategies to review own plans.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Skills must be demonstrated using complex texts or tasks that reflect those typically found in a workplace.
The following resources are to be made available:

- own familiar support resources.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, learning, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

**Links**

FSKLRG013 Apply strategies to respond to complex workplace problems

Modification History

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<tr>
<td>Release 1</td>
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</table>

Application

This unit describes the skills and knowledge required to identify a range of complex workplace problems and apply innovative strategies in response.

An individual performing these tasks works independently and uses support from a range of established resources.

This unit applies to individuals who use, or are preparing to use, learning skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) learning core skill indicators .01 and .02 at level 4 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Learning

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<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify complex workplace problems</td>
<td>1.1 Identify and research a range of complex workplace problems</td>
</tr>
<tr>
<td></td>
<td>1.2 Create a risk management plan comparing problems and assessing impact on self and workplace, according to workplace</td>
</tr>
</tbody>
</table>
### Element | Performance Criteria
---|---
| procedures | 1.3 Devise innovative strategies to manage and resolve a range of complex problems
| 2. Respond to workplace problem | 2.1 Select a complex workplace problem for review  
2.2 Analyse factors contributing to the selected workplace problem  
2.3 Identify potential problem-solving strategies relevant to the selected problem, and evaluate strengths and limitations of each to identify most appropriate  
2.4 Propose a problem-solving strategy to respond to the selected problem  
2.5 Use selected strategy to respond to the complex problem
| 3. Review problem solving strategies | 3.1 Seek feedback and evaluate effectiveness of strategy  
3.2 Revise strategy based on feedback where required

### Foundation Skills

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
</table>
| Problem Solving | • Identifies innovative problem-solving strategies

### Mapping Information

Supersedes and is equivalent to FSKLRG13 Apply strategies to respond to complex workplace problems.

### Links

Assessment Requirements for FSKLRG013 Apply strategies to respond to complex workplace problems

Modification History

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</table>

Performance Evidence

Evidence of the ability to complete tasks outlined in the elements, performance criteria, and foundation skills of this unit, including on at least one occasion, evidence of the ability to:

- plan and apply innovative strategies in response to at least three complex workplace problems and evaluate the effectiveness of the strategies.

Knowledge Evidence

The candidate must be able to demonstrate the following knowledge to effectively complete the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- complex problems relevant to workplace and the impact of problems if not resolved
- common factors that may contribute to complex workplace problems
- range of innovative strategies to respond to and manage complex workplace problems
- techniques to apply problem solving strategies
- strategies to evaluate feedback and make modifications to proposed problem solving strategies.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Skills must be demonstrated using complex texts or tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- own familiar support resources
- workplace policies and procedures for risk management.
Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, learning, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKLRG014 Manage strategies for career progression

Modification History

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</tbody>
</table>

Application

This unit describes the skills and knowledge required to manage appropriate formal and informal learning relevant to own career progression goals and to develop an individual action plan.

An individual performing these tasks works independently and uses support from a range of established resources.

This unit applies to individuals who use, or are preparing to use, learning skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) learning core skill indicators .01 and .02 at level 4 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Learning

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>

1. Identify and investigate career progression options

   1.1 Identify suitable career progression options
   1.2 Investigate skills needed and training required for career
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td>1.3 Assess own strengths and weaknesses in various contexts and identify skills and knowledge areas of need</td>
<td></td>
</tr>
<tr>
<td>2.1 Select appropriate career progression pathway</td>
<td></td>
</tr>
<tr>
<td>2.2 Identify strategies to progress career</td>
<td></td>
</tr>
<tr>
<td>2.3 Develop an individual action plan with short, medium and long term steps that are sequenced and prioritised to achieve goal</td>
<td></td>
</tr>
<tr>
<td>2.4 Identify competing requirements and expectations and build solutions into action plan</td>
<td></td>
</tr>
<tr>
<td>3.1 Monitor and reflect on effectiveness of action plan</td>
<td></td>
</tr>
<tr>
<td>3.2 Review individual action plan and strategies and adjust as necessary</td>
<td></td>
</tr>
</tbody>
</table>

**Foundation Skills**

This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Management</td>
<td>• Applies independent learning strategies to manage and prepare for career progression</td>
</tr>
</tbody>
</table>

**Mapping Information**

Supersedes and is equivalent to FSKLRG14 Manage strategies for career progression.

**Links**

Assessment Requirements for FSKLRG014 Manage strategies for career progression

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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop an individual action plan to manage career progression
- review and revise plan on at least one occasion.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- techniques to research career options and the roles and responsibilities associated with job roles
- common barriers to learning
- common strategies to progress career
- strategies to monitor and reflect on career progression
- common features of action or learning plans, including:
  - short, medium and long term goals
  - sequenced actions and timeframes
  - required skill developments
  - barriers and solutions
- appropriate career progression pathways
- approaches to check and respond to progress of plans.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.
Skills must be demonstrated using complex texts or tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- own familiar support resources.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, learning, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

**Links**

FSKLRG015 Manage own work-related learning

Modification History

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</table>

Application

This unit describes the skills and knowledge required to manage own work-related formal and informal learning using an action plan.

An individual performing these tasks works independently and uses support from a range of established resources.

This unit applies to individuals who use, or are preparing to use, learning skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) learning core skill indicators .01 and .02 at level 4 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Learning

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<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for learning</td>
<td>1.1 Identify own work-related learning goals 1.2 Assess own learning challenges and barriers 1.3 Identify formal and informal learning opportunities</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1.4 Evaluate appropriate learning pathways to achieve goals, considering the relationship between short, medium and long term objectives</td>
<td>2. Develop a personal learning strategy 2.1 Identify strategies to manage personal learning 2.2 Develop an action plan with short, medium and long term objectives</td>
</tr>
<tr>
<td>3.1 Review plan and strategies 3.2 Adjust plan as required to meet learning goals</td>
<td>3. Review learning strategy</td>
</tr>
</tbody>
</table>

**Foundation Skills**

This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Mapping Information**

Supersedes and is equivalent to FSKLRG15 Manage own work-related learning.

**Links**

Assessment Requirements for FSKLRG015 Manage own work-related learning

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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- prepare a formal action plan to support achievement of identified learning goals
- review progress against plan on at least one occasion and make alterations as required.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- own learning goals
- common formal and informal learning opportunities
- relationship between short, medium and long term goals
- strategies to manage personal learning
- common features of complex action plans
- learning pathways to manage own learning
- techniques to adjust and alter action plans.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Skills must be demonstrated using complex texts or tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- own familiar support resources.

Assessors must:
satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and

- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and

- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, learning, and

- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

**Links**

FSKLRG016 Use short and simple strategies to organise highly familiar workplace tasks

Modification History

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</table>

Application

This unit describes the skills and knowledge required to develop plans to complete short and simple workplace tasks with a highly explicit purpose that involve one or two concrete steps.

An individual performing these tasks works alongside an expert or mentor where prompting and advice can be provided as needed.

This unit applies to individuals who use, or are preparing to use, learning skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit can be integrated and contextualised with vocational training to support achievement of vocational competency.

The unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) learning core skill indicators .01 and .02 at level 1 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Learning

Elements and Performance Criteria

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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify short and simple workplace tasks</td>
<td>1.1 Identify a range of short and simple workplace tasks</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1.2</td>
<td>Select highly familiar workplace task for review</td>
</tr>
</tbody>
</table>
| 2. Prepare plan| 2.1 Identify highly explicit purpose of task and desired outcomes  
|               | 2.2 Identify appropriate tools from the immediate environment required to complete task, with assistance  
|               | 2.3 Use short and simple strategies to plan task, with assistance                                                                                   |
| 3. Review plan | 3.1 Seek feedback from expert or mentor  
|               | 3.2 Respond to feedback as appropriate                                                                                                             |

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

No equivalent unit.

**Links**

Assessment Requirements for FSKLRG016 Use short and simple strategies to organise highly familiar workplace tasks

Modification History

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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- identify at least two different, highly familiar workplace tasks and develop a plan to complete tasks in accordance with purpose.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- highly familiar tasks relevant to the workplace
- workplace materials required to complete highly familiar workplace tasks
- short and simple strategies to complete highly familiar workplace tasks
- typical features of short and simple plans
- techniques to respond to feedback as necessary.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Skills must be demonstrated using short and simple texts or tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- an expert or mentor to provide prompting and feedback to learner, as needed
- frequently used word list for learning in the workplace
- own familiar support resources.

Assessors must:
• satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
• have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
• have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, learning, and
• have completed the following or equivalent:
  • TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  • a higher level education qualification, such as:
    • TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    • Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKLRG017 Identify simple strategies to respond to familiar workplace problems

Modification History

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Release 1</td>
<td>This version first released with FSK Foundation Skills Training Package Version 2.0.</td>
</tr>
</tbody>
</table>

Application

This unit describes the skills and knowledge required to identify familiar workplace problems and plan strategies to respond to the problems.

An individual performing these tasks may work with an expert/mentor where support is available if requested.

This unit applies to individuals who use, or are preparing to use, learning skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) learning core skill indicators .01 and .02 at level 2 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Learning

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify familiar problems affecting own</td>
<td>1.1 Identify a range of familiar workplace problems</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>work</td>
<td>1.2 Select a familiar workplace problem for review</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify possible internal and external factors contributing to the identified problem</td>
</tr>
<tr>
<td>2. Propose problem solving strategies</td>
<td>2.1 Identify and select simple problem solving strategies to respond to selected workplace problem</td>
</tr>
<tr>
<td></td>
<td>2.2 Identify appropriate resources or tools that may be useful for response</td>
</tr>
<tr>
<td>3. Review problem solving strategies</td>
<td>3.1 Seek feedback from expert or mentor on proposed strategy</td>
</tr>
<tr>
<td></td>
<td>3.2 Revise strategies and make improvements in accordance with feedback</td>
</tr>
</tbody>
</table>

**Foundation Skills**

This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

No equivalent unit.

**Links**

Assessment Requirements for FSKLRG017 Identify simple strategies to respond to familiar workplace problems

Modification History

<table>
<thead>
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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- identify at least two familiar workplace problems and propose simple strategies to respond to problems.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- familiar problems relevant to workplace
- common internal and external factors that may contribute to familiar workplace problems
- range of simple strategies to respond to familiar workplace problems specified
- common resources or tools that can assist short and simple problem solving
- sources of advice and feedback.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Skills must be demonstrated using simple texts or tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- an expert or mentor to provide support to learner if requested
- own familiar support resources.

Assessors must:
• satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and

• have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and

• have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, learning, and

• have completed the following or equivalent:
  • TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  • a higher level education qualification, such as:
    • TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    • Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKLRG018 Develop a plan to organise routine workplace tasks

Modification History

<table>
<thead>
<tr>
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</tr>
</tbody>
</table>

Application

This unit describes the skills and knowledge required to plan routine workplace tasks.

An individual performing these tasks works independently and uses familiar support resources as needed.

This unit applies to individuals who use, or are preparing to use, learning skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) learning core skill indicators .01 and .02 at level 3 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Learning

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Analyse routine workplace tasks | 1.1 Identify a range of routine workplace tasks  
1.2 Identify workplace impact if tasks are not appropriately organised  
1.3 Identify workplace procedures and materials required to |
2. Plan routine workplace tasks

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Plan routine workplace tasks</td>
<td>2.1 Select a routine workplace task for review and identify desired outcome</td>
</tr>
<tr>
<td></td>
<td>2.2 Identify purpose of task and desired outcome</td>
</tr>
<tr>
<td></td>
<td>2.3 Identify and research resources that can support planning</td>
</tr>
<tr>
<td></td>
<td>2.4 Identify and use strategies to plan routine task</td>
</tr>
<tr>
<td>3. Review and revise strategies</td>
<td>3.1 Seek feedback and review effectiveness of plan to organise task</td>
</tr>
<tr>
<td></td>
<td>3.2 Revise plan as required</td>
</tr>
</tbody>
</table>

**Foundation Skills**

This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

No equivalent unit.

**Links**

Assessment Requirements for FSKLRG018 Develop a plan to organise routine workplace tasks

Modification History

<table>
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</table>

Performance Evidence
The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- identify at least two different routine workplace tasks and select strategies to plan and organise tasks to meet identified task purpose
- review plans on at least one occasion.

Knowledge Evidence
The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- routine workplace tasks
- techniques to identify the impact of lack of planning and organising
- workplace procedures and materials required to complete work tasks
- strategies to plan routine workplace tasks
- sources of information relevant to planning routine workplace tasks
- strategies to review own plans.

Assessment Conditions
Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Skills must be demonstrated using routine texts or tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- own familiar support resources.

Assessors must:
- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, learning, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

**Links**

FSKNUM001 Use beginning whole number skills up to 100 for work

Modification History

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</tbody>
</table>

Application

This unit describes the skills and knowledge to locate, recognise and write whole numbers and monetary amounts, to undertake extremely familiar and simple numerical processes such as counting, sequencing and simple adding and communicating extremely simple mathematical information.

An individual performing these tasks operates alongside an expert or mentor where significant support, prompting advice and modelling can be provided.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit can be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at pre-level 1 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify simple and</td>
<td>1.1 Locate and recognise whole numbers and monetary amounts up</td>
</tr>
</tbody>
</table>
### Element: familiar whole numbers and money up to 100

<table>
<thead>
<tr>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>to 100 (or $100) in extremely familiar short and simple oral workplace texts and tasks</td>
</tr>
<tr>
<td>1.2 Locate and recognise whole numbers and monetary amounts up to 100 (or $100) in extremely familiar short and simple written workplace texts and tasks</td>
</tr>
</tbody>
</table>

### Performance Criteria: 2. Use extremely simple processes with whole numbers and money

<table>
<thead>
<tr>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Sequence numbers and money up to 100 (or $100)</td>
</tr>
<tr>
<td>2.2 Count forward by 1s with whole numbers or money up to 100 (or $100)</td>
</tr>
<tr>
<td>2.3 Use simple addition to add pairs of whole numbers up to a total of 100 with no carrying</td>
</tr>
<tr>
<td>2.4 Use simple addition to add pairs of whole dollar monetary amounts up to a total of $100 with no carrying</td>
</tr>
</tbody>
</table>

### Performance Criteria: 3. Communicate extremely simple everyday number information

<table>
<thead>
<tr>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Use extremely familiar and simple written representation to document simple workplace numbers and money in highly familiar workplace texts and tasks</td>
</tr>
<tr>
<td>3.2 Use extremely simple, everyday informal oral language to discuss simple numbers and money in highly familiar workplace tasks and conversations</td>
</tr>
</tbody>
</table>

### Foundation Skills

This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Communication</td>
<td>• Says simple numbers and money amounts</td>
</tr>
</tbody>
</table>

### Mapping Information

Supersedes and is equivalent to FSKNUM01 Use beginning whole number skills and money up to one hundred for work.
Links

Companion Volume Implementation Guide is found on VETNet -
Assessment Requirements for FSKNUM001 Use beginning whole number skills up to 100 for work

Modification History

<table>
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</tbody>
</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- complete a workplace task using simple whole number skills up to 100, including:
  - identifying extremely simple whole number information
  - using simple counting, sequencing and adding processes
  - communicating extremely simple number information.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- purpose and application of extremely simple counting, sequencing and processes in the workplace
- place value for ones and tens
- method of addition
- method of counting and ordering
- mathematical symbols for whole numbers and monetary amounts up to 100 ($100), and for addition and equals
- everyday informal oral language for whole numbers up to 100, addition, equals, bigger and smaller
- written language for whole numbers and monetary amounts up to 100 ($100).

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Assistive technologies can be utilised to assist with oral and written communication.
Skills must be demonstrated using extremely short and simple texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- an expert or mentor to initiate and provide highly structured support and modelling to learner
- Australian notes and coins.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKNUM002 Use beginning skills related to time and 2D shapes for work

Modification History

<table>
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<tr>
<td>Release 1</td>
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</tr>
</tbody>
</table>

Application

This unit describes the beginning skills and knowledge to identify and undertake extremely short and simple processes with time and shapes. It includes beginning to identify common two dimensional (2D) shapes and time and communicating extremely simple shape and time information.

An individual performing these tasks operates alongside an expert or mentor where significant support, prompting advice and modelling can be provided.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit can be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at pre-level 1 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify highly familiar</td>
<td>1.1 Locate and state some common features of highly familiar 2D shapes.</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>shapes and time</td>
<td>shapes in highly familiar short and simple written workplace texts</td>
</tr>
<tr>
<td></td>
<td>1.2 Locate and identify time of the day, days of the week and date of the month in highly familiar short and simple written and oral workplace texts</td>
</tr>
<tr>
<td>2. Use extremely simple mathematical processes to complete workplace task</td>
<td>2.1 Identify some features of extremely simple and highly familiar 2D shapes in relation to workplace task</td>
</tr>
<tr>
<td></td>
<td>2.2 Group 2D shapes according to similar features</td>
</tr>
<tr>
<td></td>
<td>2.3 Order days of the week</td>
</tr>
<tr>
<td></td>
<td>2.4 Order months of the year</td>
</tr>
<tr>
<td></td>
<td>2.5 Use a digital clock to read the time relevant to workplace event</td>
</tr>
<tr>
<td>3. Communicate extremely simple mathematical information</td>
<td>3.1 Use highly familiar and simple written representation to document simple workplace time and shape information in highly familiar workplace texts and tasks</td>
</tr>
<tr>
<td></td>
<td>3.2 Use everyday informal oral language to discuss simple time and shape information in highly familiar workplace tasks and conversations</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Mapping Information**

Supersedes and is equivalent to FSKNUM02 Use beginning skills related to time and 2D shapes for work.

**Links**

Assessment Requirements for FSKNUM002 Use beginning skills related to time and 2D shapes for work

Modification History

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<tr>
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</tr>
</tbody>
</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- complete a workplace task, including:
  - identifying extremely simple mathematical information
  - using simple time related processes
  - using simple 2D shape related processes
  - identifying differences and similarities between common 2D shapes
  - communicating extremely simple number information.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- basic features of common 2D shapes
- approaches and language to identify differences and similarities in 2D shapes
- days of the week
- months of the year
- common formats for writing dates
- common time increments
- everyday, informal oral language for simple 2D shapes and time.

An individual competent in this unit does not need to formally name shapes or properties when ordering or grouping items.
Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Skills must be demonstrated using extremely short and simple texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- an expert or mentor to initiate and provide highly structured support and modelling to learner
- device with digital time
- highly familiar 2D shapes for workplace tasks.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKNUM003 Use whole numbers and halves for work

Modification History

<table>
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</table>

Application

This unit describes the skills and knowledge to use whole numbers into the 100s and halves in simple workplace tasks and texts. It includes locating and recognising mathematical information, performing simple mathematical processes and communicating simple mathematical information.

An individual performing these tasks works alongside an expert or mentor where prompting and advice can be provided as needed.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit can be integrated and contextualised with vocational training to support achievement of vocational competency.

The unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at level 1 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify simple everyday numbers</td>
<td>1.1 Locate and recognise whole numbers into the 100s and halves in highly familiar short and simple oral workplace texts and tasks</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>1. Use whole numbers and halves for work</td>
<td>1.2 Locate and recognise whole numbers into the 100s and halves in highly familiar short and simple written workplace texts</td>
</tr>
</tbody>
</table>
| 2. Use simple arithmetical processes | 2.1 Use simple addition to perform concrete workplace task involving one step  
2.2 Use simple subtraction to perform concrete workplace task involving one step  
2.3 Compare and order whole numbers in the 100s to perform concrete workplace task  
2.4 Perform rough check of the reasonableness of simple arithmetical result with support |
| 3. Communicate simple everyday number information | 3.1 Use highly familiar and simple written representation to document simple workplace mathematical information in highly familiar workplace texts and tasks  
3.2 Use everyday informal oral language to discuss simple number information in highly familiar workplace tasks and conversations |

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Mapping Information**

Supersedes and is equivalent to FSKNUM03 Use whole numbers and money up to one thousand for work.

**Links**

Assessment Requirements for FSKNUM003 Use whole numbers and halves for work

Modification History

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</tbody>
</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- complete a workplace task using whole numbers and halves, including:
  - identifying simple number information
  - using simple arithmetical processes
  - communicating simple number information through written representation and oral language.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- purpose and application of arithmetical processes in the workplace
- place value for units, tens and hundreds and the role of zero as a place holder
- application of a halves and whole numbers into the 100s in the workplace
- relationship between adding and subtracting
- method and language for comparing and ordering whole numbers into the 100s
- purpose and method for roughly checking the reasonableness of the outcome
- mathematical symbols for half, numbers into the 100s, addition, subtraction and equals
- everyday informal oral language for half, numbers into the 100s, addition, subtraction, equals, bigger and smaller
- written language for numbers into the 100s.
Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Assistive technologies can be utilised to assist with oral and written communication.

Skills must be demonstrated using short and simple texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- a basic calculator
- an expert or mentor to provide prompting and advice to learner, as needed.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

**FSKNUM004 Use basic and familiar metric measurements for work**

**Modification History**

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<tr>
<td>Release 1</td>
<td>This version first released with FSK Foundation Skills Training Package Version 2.0.</td>
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</tbody>
</table>

**Application**

This unit describes the skills and knowledge to use basic and familiar metric measurements and quantities in simple workplace tasks and texts. It includes locating and recognising measurement information, performing simple mathematical processes with measurements and communicating simple measurement information.

An individual performing these tasks works alongside an expert or mentor where prompting and advice can be provided as needed.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit can be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at level 1 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

**Unit Sector**

Numeracy

**Elements and Performance Criteria**

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify basic and</td>
<td>1.1 Locate basic and familiar metric measurements in highly familiar</td>
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<tr>
<td>Element</td>
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</tbody>
</table>
| familiar metric measurements | short and simple written workplace texts and tasks  
1.2 Describe orally basic and familiar metric measurements in highly familiar short and simple written workplace texts and tasks |
| 2. Use simple measurement processes | 2.1 Perform basic and familiar metric measurements using simple workplace measurement equipment graduated in simple and familiar units  
2.2 Compare basic and familiar metric measurements to perform concrete workplace tasks involving one step  
2.3 Calculate measurements using simple addition and subtraction to calculate measurements to complete concrete workplace task involving one step  
2.4 Perform rough check of the reasonableness of simple measurement result with support |
| 3. Communicate simple measurement information | 3.1 Use highly familiar and simple written representation to document simple workplace measurement information in highly familiar workplace texts and tasks  
3.2 Use everyday informal oral language to discuss simple measurement information in highly familiar workplace tasks and conversations |

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Mapping Information**

Supersedes and is equivalent to FSKNUM04 Locate, compare and use highly familiar measurements for work.

**Links**

Assessment Requirements for FSKNUM004 Use basic and familiar metric measurements for work

Modification History

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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- identify basic and familiar metric measurement information in a highly familiar short and simple oral communication and a written workplace text with a highly explicit purpose, including:
  - locating and recognising three of the following:
    - length, width, height or depth
    - mass
    - capacity or volume
    - digital 12-hour time
    - temperature
    - dates
  - use simple measurement processes to perform a workplace task involving at least three of the above measurements including:
    - estimating, selecting and using highly familiar measurement tools to measure using simple and familiar units
    - roughly checking the reasonableness of the result with support.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- purpose and application of basic and familiar metric measurement in the workplace
- meaning and abbreviations for basic and familiar metric units
- purpose, function, set up and safe use of basic and familiar measuring tools and equipment
- purpose, application and method for adding, subtracting and comparing basic and familiar measurements in the workplace
• purpose and method for performing rough check of the reasonableness of the outcome with support
• everyday, informal comparative oral language for measurement
• simple mathematical symbols and abbreviations used in measurement.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Assistive technologies can be utilised to assist with oral and written communication.

Skills must be demonstrated using short and simple texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:
• an expert or mentor to provide prompting and advice to learner, as needed
• a calculator
• basic and familiar measuring tools and equipment.

Assessors must:
• satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
• have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
• have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
• have completed the following or equivalent:
  • TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  • a higher level education qualification, such as:
    • TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    • Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKNUM005 Use familiar 2D shapes for work

Modification History

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</table>

Application

This unit describes the skills and knowledge required to use familiar two dimensional (2D) shapes in simple workplace tasks and texts. It includes locating and recognising 2D shape information, performing simple mathematical processes with 2D shapes and communicating simple 2D shape information.

An individual performing these tasks works alongside an expert or mentor where prompting and advice can be provided as needed.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit can be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at level 1 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify familiar 2D shapes</td>
<td>1.1 Locate and recognise familiar 2D shapes and objects in highly familiar short and simple written workplace texts</td>
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<td>Element</td>
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</tr>
<tr>
<td>1. Use familiar 2D shapes for work</td>
<td>1.2 Describe orally familiar 2D shapes and objects in highly familiar short and simple oral workplace texts and tasks</td>
</tr>
<tr>
<td>2. Use simple shape-based mathematical processes</td>
<td>2.1 Compare familiar 2D workplace shapes and objects in relation to size and shape to perform concrete workplace task involving one step</td>
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<tr>
<td></td>
<td>2.2 Group familiar 2D workplace shapes and objects to perform concrete workplace task involving one step</td>
</tr>
<tr>
<td></td>
<td>2.3 Perform rough check of the reasonableness of the mathematical result with support</td>
</tr>
<tr>
<td>3. Communicate simple shape information</td>
<td>3.1 Use highly familiar and simple written representation to write simple shape information in highly familiar workplace texts and tasks</td>
</tr>
<tr>
<td></td>
<td>3.2 Use everyday informal oral language to discuss simple shape information in highly familiar workplace tasks and conversations</td>
</tr>
</tbody>
</table>

**Foundation Skills**

This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Mapping Information**

Supersedes and is equivalent to FSKNUM05 Identify and use some common 2D shapes for work.

**Links**

Assessment Requirements for FSKNUM005 Use familiar 2D shapes for work

Modification History

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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- identify familiar 2D shapes in a highly familiar short and simple workplace oral communication and a written text with a highly explicit purpose, including:
  - square
  - rectangle
  - triangle
  - circle
- use a simple spatial process to perform a workplace task and roughly check reasonableness of result with support.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- purpose and application of 2D shapes in the workplace
- basic features of squares, rectangles, triangles and circles
- methods for identifying, comparing and grouping familiar 2D shapes in common objects
- purpose and method for performing rough reasonableness check
- simple spatial processes
- everyday, informal oral language for simple 2D shapes including:
  - comparative language including bigger and smaller, curved and straight
  - basic colours.
Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Assistive technologies can be utilised to assist with oral and written communication.

Skills must be demonstrated using short and simple texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- an expert or mentor to provide prompting and advice to learner, as needed
- common 2D shapes for workplace tasks.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKNUM006 Use simple and highly familiar spatial information for work

Modification History

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Application

This unit describes the skills and knowledge required to use simple and familiar spatial information in highly familiar workplace maps, diagrams and oral directions. It includes locating and recognising direction and location information, performing simple spatial processes and communicating simple spatial information.

An individual performing this work operates alongside an expert or mentor where prompting advice can be provided.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. The unit can be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at level 1 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify simple and</td>
<td>1.1 Locate and recognise familiar items, places and simple symbols</td>
</tr>
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<td>Element</td>
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<tr>
<td>----------------------------------------------</td>
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</tr>
<tr>
<td>familiar spatial information</td>
<td>and pictorial representations in highly familiar short and simple written workplace maps and diagrams</td>
</tr>
<tr>
<td></td>
<td>1.2 Locate and identify simple and familiar locations described orally, that are in highly familiar short and simple workplace texts and tasks</td>
</tr>
<tr>
<td>2. Use simple spatial processes</td>
<td>2.1 Follow short and simple oral instructions of up to two steps to find workplace objects.</td>
</tr>
<tr>
<td></td>
<td>2.2 Give short and simple oral instructions of up to two steps to direct others to workplace objects</td>
</tr>
<tr>
<td></td>
<td>2.3 Use highly familiar workplace maps and diagrams to find workplace objects.</td>
</tr>
<tr>
<td></td>
<td>2.4 Perform rough check of the reasonableness of spatial result with support.</td>
</tr>
<tr>
<td>3. Communicate simple spatial information</td>
<td>3.1 Use highly familiar and simple written representation to write simple direction and location information in highly familiar workplace texts and tasks</td>
</tr>
<tr>
<td></td>
<td>3.1 Use everyday informal oral language to discuss simple spatial information in highly familiar workplace tasks and conversations</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Mapping Information**

Supersedes and is equivalent to FSKNUM06 Use highly familiar maps and diagrams for work.

**Links**

Assessment Requirements for FSKNUM006 Use simple and highly familiar spatial information for work

Modification History

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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- use simple spatial processes to perform a workplace task and roughly check reasonableness of the result with support, including:
  - identifying simple spatial information
  - following simple and familiar oral directions of up to two steps to locate a workplace object/place
  - giving simple and familiar oral directions of up to two steps to locate a workplace object/place
  - using a highly familiar workplace map or diagram to locate a workplace object.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- purpose and workplace application of simple spatial information, including maps and diagrams
- purpose and features of common symbols or pictorial representations in highly familiar maps and diagrams and methods to identify objects/places
- purpose and method for performing rough check of the reasonableness of outcome with support
- everyday, informal oral language for position, including up, down, behind, in front, right, left.

...
Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Assistive technologies can be utilised to assist with oral and written communication.

Skills must be demonstrated using short and simple texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- an expert or mentor to provide prompting and advice to learner, as needed
- workplace maps and diagrams.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKNUM007 Use simple data for work

Modification History

<table>
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<td>Release 1</td>
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</table>

Application

This unit describes the skills and knowledge required to use data in simple workplace tasks and texts including tables and graphs. It includes locating and recognising simple data, performing data handling processes and communicating simple data handling information.

An individual performing these tasks works alongside an expert or mentor where prompting and advice can be provided as needed.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit can be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at level 1 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

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<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify simple data</td>
<td>1.1 Recognise and state orally the key features of highly familiar, simple graphs, charts and tables in highly familiar short and simple workplace texts and tasks</td>
</tr>
</tbody>
</table>
Element | Performance Criteria
---|---
| 1.2 Locate and recognise simple, explicit data in highly familiar, simple graphs, charts and tables in highly familiar short and simple workplace texts and tasks

2. Use simple data comparison processes | 2.1 Compare simple data in highly familiar lists or tables to perform concrete workplace task  
2.2 Compare simple data in highly familiar graphs to perform concrete workplace task  
2.3 Perform rough check of reasonableness of data handling result with support

3. Communicate simple data handling information | 3.1 Use highly familiar and simple written representation to document simple data handling information in highly familiar workplace texts and tasks  
3.2 Use everyday informal oral language to discuss simple data handling information in highly familiar workplace tasks and conversations

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Mapping Information**

Supersedes and is equivalent to FSKNUM07 Locate specific information in highly familiar tables, graphs and charts for work.

**Links**

Assessment Requirements for FSKNUM007 Use simple data for work

Modification History

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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- use simple data handling process to perform a workplace task and roughly check the reasonableness of the result with support, including:
  - identifying data handling information in highly familiar short and simple oral and written workplace texts with a highly explicit purpose
  - comparing simple data in a highly familiar simple list or table
  - comparing simple data in a highly familiar simple graph
  - using relevant technology such as calculators.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- purpose and application of data handling in the workplace including highly familiar short and simple graphs and tables
- methods for finding and comparing simple data in lists, tables and graphs
- purpose and method for performing rough check of reasonableness of outcome with support
- everyday, informal oral language for data, lists, tables and graphs
- relevant technology such as, calculators.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Assistive technologies can be utilised to assist with oral and written communication.
Skills must be demonstrated using short and simple texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- an expert or mentor to provide prompting and advice to learner, as needed
- tables, graphs and charts for simple workplace tasks.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

**Links**

FSKNUM008 Use whole numbers and simple fractions, decimals and percentages for work

Modification History

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Application

This unit describes the skills and knowledge to use whole numbers into the thousands and simple fractions, decimals and percentages in familiar workplace tasks and texts. It includes identifying and interpreting mathematical information, performing simple mathematical processes and communicating familiar mathematical information.

An individual performing these tasks may work with an expert or mentor where support is available, if requested.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at level 2 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify and interpret</td>
<td>1.1 Identify whole numbers into the 1000s and simple, everyday</td>
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<td>Performance Criteria</td>
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</tr>
<tr>
<td>simple numbers</td>
<td>fractions, decimals and percentages partially embedded in familiar and simple oral and written workplace texts and tasks</td>
</tr>
<tr>
<td>1.2 Interpret whole numbers into the 1000s and simple, everyday fractions, decimals and percentages partially embedded in familiar and simple oral and written workplace texts and tasks</td>
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<tr>
<td>2. Use familiar arithmetical processes for workplace tasks</td>
<td>2.1 Select familiar arithmetical process relevant to workplace task</td>
</tr>
<tr>
<td>2.2 Estimate outcome of simple addition, subtraction, multiplication and division</td>
<td></td>
</tr>
<tr>
<td>2.3 Use simple addition, subtraction, multiplication and division to perform explicit, familiar and predictable workplace tasks involving more than one familiar step</td>
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<tr>
<td>2.4 Perform reasonableness check of familiar arithmetical process and outcome in relation to estimation outcomes for a workplace task</td>
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<tr>
<td>3. Communicate familiar mathematical information</td>
<td>3.1 Use informal and some formal mathematical written representation to write familiar arithmetical process information in simple and familiar workplace texts and tasks</td>
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<tr>
<td>3.2 Use informal and some formal mathematical oral language to discuss familiar arithmetical process information in simple and familiar workplace tasks and texts</td>
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</tbody>
</table>

**Foundation Skills**

This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Mapping Information**

Supersedes and is equivalent to FSKNUM08 Identify and use whole numbers and simple fractions, decimals and percentages for work.

**Links**

Assessment Requirements for FSKNUM008 Use whole numbers and simple fractions, decimals and percentages for work

Modification History

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Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- demonstrate each of the following activities to complete a workplace task using whole numbers, simple fractions, decimals and percentages:
  - identifying whole numbers into the 1000s, simple fractions, simple decimals and simple percentages partially embedded in one familiar workplace written text and one familiar workplace oral text
  - estimating and calculating addition and subtraction of numbers into the 1000s using one or two steps
  - estimating and calculating division and multiplication with small, whole number values using one or two steps
  - estimating and calculating with two or three of the operations of addition, subtraction, division and multiplication (with division and multiplication being with small, whole number values only)
  - checking reasonableness of the arithmetical process and outcome in relation to estimated outcome and to the workplace context
  - using relevant technology, such as calculators or spreadsheets.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- structure and meaning of whole numbers into the 1000s, including an understanding of place value for units (ones), tens, hundreds and thousands and the role of zero as a place holder
- structure and meaning of simple decimal numbers into the 1/100ths, including an understanding of place value for 1/10ths and 100ths, the role of zero as a place holder, and the use of the decimal point
• meaning and structure of simple fractions, including the role of numerators and denominators
• meaning of, and relationship between, the four operations and basic, informal application of the order of the operations
• informal and some formal mathematical written and oral language and symbolism
• relevant technology, such as calculators or spreadsheets.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Assistive technologies can be utilised to assist with oral and written communication.

Skills must be demonstrated using familiar texts and tasks with a clear purpose that reflect those typically found in a workplace.

The following resources are to be made available:
• an expert or mentor to provide support to learner if requested
• a calculator or spreadsheet technology utilised in the performance evidence.

Assessors must:
• satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
• have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
• have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
• have completed the following or equivalent:
  • TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  • a higher level education qualification, such as:
    • TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    • Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKNUM009 Use familiar and simple metric measurements for work

Modification History

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</table>

Application

This unit describes the skills and knowledge required to use familiar and simple metric measurements in familiar workplace tasks and texts. It includes identifying and interpreting measurement information, performing simple measurement processes, and communicating familiar measurement information.

An individual performing these tasks may work with an expert or mentor where support is available, if requested.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

The unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at level 2 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

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<td>1.1 Identify measurement information partially embedded in familiar</td>
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<tr>
<td>simple metric measurements</td>
<td>workplace tasks and texts in order to complete workplace measurement task</td>
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<td>1.2 Interpret measurement information partially embedded in familiar workplace tasks and texts in order to complete workplace measurement task</td>
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<td>2. Use familiar measurement processes</td>
<td>2.1 Select familiar measurement process relevant to workplace task</td>
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<td>2.2 Estimate outcome of measurement to perform explicit, familiar and predictable workplace task involving more than one familiar step</td>
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<td>2.3 Perform familiar metric measurements using simple workplace measurement equipment graded in familiar units</td>
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<td></td>
<td>2.4 Calculate measurements using simple arithmetical processes to complete explicit workplace task involving more than one step</td>
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<td></td>
<td>2.5 Perform reasonableness check of familiar measurement process and outcome in relation to estimation outcomes and workplace context</td>
</tr>
<tr>
<td>3. Communicate familiar measurement information</td>
<td>3.1 Use informal and some formal mathematical written representation to write familiar measurement process information in simple and familiar workplace texts and tasks</td>
</tr>
<tr>
<td></td>
<td>3.2 Use informal and some formal mathematical oral language to discuss familiar measurement process information in simple and familiar workplace tasks and texts</td>
</tr>
</tbody>
</table>

**Foundation Skills**

_This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria._

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Mapping Information**

Supersedes and is equivalent to FSKNUM09 Identify, measure and estimate familiar quantities for work.
Links

Assessment Requirements for FSKNUM009 Use familiar and simple metric measurements for work

Modification History

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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- interpret simple metric measurement information and units of measurement partially embedded in familiar oral and written workplace texts, including at least three of the following:
  - dimensions: length, width, height or depth
  - mass
  - capacity or volume
  - temperature
  - time
- use familiar measurement processes to perform a workplace task including at least three of the above measurements, including:
  - estimating and selecting familiar measurement tools to measure
  - calculating addition and subtraction of measurements
  - checking reasonableness of the measurement process and outcome in relation to estimated outcome and to the workplace context.

In the course of the above the candidate must demonstrate use of relevant technology, such as calculators or spreadsheets.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- purpose of workplace measurement relevant to meeting workplace objectives
- purpose, meaning and abbreviations for familiar metric units
- purpose, function, selection, set up and safe use of simple measuring tools and equipment
- methods to estimate, measure and calculate measurements
• methods to perform reasonableness check of processes and outcomes in relation to the workplace context
• informal and some formal mathematical written language and symbolism
• relevant technology, such as calculators or spreadsheets.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Skills must be demonstrated using familiar texts and tasks with a clear purpose that reflect those typically found in a workplace.

The following resources are to be made available:
• an expert or mentor to provide support to learner if requested
• simple measuring equipment for workplace tasks.

Assessors must:
• satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
• have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
• have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
• have completed the following or equivalent:
  • TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  • a higher level education qualification, such as:
    • TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    • Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKNUM010 Use common shapes for work

Modification History

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Application

This unit describes the skills and knowledge required to use common two dimensional (2D) shapes and some three dimensional (3D) shapes in familiar workplace tasks and texts. It includes identifying and interpreting shape information, performing simple mathematical processes with shapes and communicating familiar shape information.

An individual performing these tasks may work with an expert or mentor where support is available, if requested.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

The unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at level 2 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

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<tr>
<td><em>Elements describe the essential outcomes.</em></td>
<td><em>Performance criteria describe the performance needed to demonstrate achievement of the element.</em></td>
</tr>
<tr>
<td>1. Identify common shapes</td>
<td>1.1 Identify and interpret common 2D shapes partially embedded in familiar workplace tasks and texts</td>
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<tr>
<td><strong>Element</strong></td>
<td><strong>Performance Criteria</strong></td>
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<tr>
<td></td>
<td>1.2 Identify and interpret some common 3D shapes partially embedded in familiar workplace tasks and texts</td>
</tr>
</tbody>
</table>
| 2. Use familiar shape-based mathematical processes | 2.1 Select familiar shape-based mathematical process relevant to workplace task  
2.2 Compare common 2D and some 3D workplace shapes and objects to perform explicit workplace task involving more than one familiar step  
2.3 Group common 2D and some 3D shapes and objects to perform explicit workplace task involving more than one familiar step  
2.4 Use simple drawing tools to represent common 2D workplace shapes  
2.5 Perform reasonableness check of familiar shape-based mathematical process and outcome in relation to workplace context |
| 3. Communicate common shape information | 3.1 Use informal and some formal mathematical written representation to write common shape-based mathematical process information in simple and familiar workplace texts and tasks  
3.2 Use informal and some formal mathematical oral language to discuss common shape-based mathematical process information in simple and familiar workplace tasks and texts |

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Mapping Information**

Supersedes and is equivalent to FSKNUM10 Identify and describe common 2D and some 3D shapes for work.

**Links**

Assessment Requirements for FSKNUM010 Use common shapes for work

Modification History

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Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- identify common shapes in a workplace text and use familiar mathematical processes to perform a workplace task using at least four of the following shapes (including at least one 3D shape):
  - square
  - rectangle
  - triangle
  - circle
  - cube
  - sphere
  - cylinder.

In the course of the above the candidate must demonstrate use of relevant technology and tools.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- relationship between common 3D shapes and nets
- features of common 2D and 3D shapes
- approaches and language to identify common 2D shapes and some common 3D shapes in common objects
- techniques to draw and construct common 2D and 3D shapes.
Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Assistive technologies can be utilised to assist with oral and written communication.

Skills must be demonstrated using simple texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- an expert or mentor to provide support to learner if requested
- materials to draw and construct shapes for familiar workplace tasks
- sketches or nets required for familiar workplace tasks.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKNUM011 Use familiar and simple spatial information for work

Modification History

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</table>

Application

This unit describes the skills and knowledge required to use familiar workplace maps, plans and diagrams in familiar workplace tasks and texts. It includes identifying and interpreting directional information, performing simple spatial process and communicating familiar spatial information.

An individual performing these tasks may work with an expert or mentor where support is available, if requested.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

The unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at level 2 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify familiar spatial</td>
<td>1.1 Identify and interpret common items, places, symbols and keys</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
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<td>---------</td>
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</tr>
</tbody>
</table>
| information | partially embedded in familiar workplace maps, plans and diagrams  
1.2 Identify and interpret common locations described orally, that are partially embedded in familiar workplace maps, plans and diagrams |
| 2. Use familiar spatial processes | 2.1 Select familiar spatial process relevant to workplace task  
2.2 Follow familiar and simple oral instructions involving more than one familiar step to locate workplace objects  
2.3 Give familiar and simple oral instructions of more than one familiar step to direct others to workplace objects  
2.4 Use familiar and simple workplace maps and diagrams and step-by-step instructions to locate workplace objects  
2.5 Perform reasonableness check of familiar spatial process and outcome in relation to workplace context |
| 3. Communicate simple spatial information | 3.1 Use informal and some formal mathematical written representation to write familiar spatial process information in simple and familiar workplace texts and tasks  
3.2 Use informal and some formal mathematical oral language to discuss familiar spatial process information in simple and familiar workplace tasks and texts |

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Mapping Information**

Supersedes and is equivalent to FSKNUM11 Read and use familiar maps, plans and diagrams for work.

**Links**

Assessment Requirements for FSKNUM011 Use familiar and simple spatial information for work

Modification History

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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- use each of the following familiar spatial processes to complete a workplace task:
  - identifying simple spatial information partially embedded in at least two familiar workplace texts
  - describing the direction and location of an object or familiar place using the cardinal directions and simple coordinates
  - using a familiar map, plan or diagram and oral directions to locate a familiar object or place
  - giving oral directions to support the location of an object or place on a map, plan or diagram
  - checking reasonableness of the spatial process and outcome in relation to the workplace context
  - using relevant technology, such as GPS systems or map applications.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- familiar spatial processes
- recognition of commonly used keys and symbols on maps, plans and diagrams
- the cardinal directions: north, south, east and west
- methods to interpret and use map coordinates to locate items and places
- simple sequencing of instructions
- relationship between maps and/or diagrams and real life
- methods to perform reasonableness check of processes and outcomes in relation to the workplace context
• informal and some formal mathematical written and oral language and symbolism
• relevant technology, such as GPS systems or map applications.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Assistive technologies can be utilised to assist with oral and written communication.

Skills must be demonstrated using familiar texts and tasks with a clear purpose that reflect those typically found in a workplace.

The following resources are to be made available:
• an expert or mentor to provide support to learner if requested
• maps, plans and diagrams for familiar workplace tasks.

Assessors must:
• satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
• have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
• have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
• have completed the following or equivalent:
  • TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  • a higher level education qualification, such as:
    • TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    • Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKNUM012 Use familiar and simple data for work

Modification History

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Application

This unit describes the skills and knowledge required to identify and interpret familiar information in simple workplace tables, graphs and charts. It includes using familiar information and data in tables, graphs and charts to complete workplace activities, and communicate mathematical information.

An individual performing these tasks may work with an expert or mentor where support is available, if requested.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

The unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at level 2 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify familiar data</td>
<td>1.1 Recognise and identify key features of simple graphs, charts and tables partially embedded in familiar workplace texts and tasks</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
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<tr>
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</tr>
<tr>
<td>1.2 Interpret familiar data and information in simple graphs, charts and tables partially embedded in familiar workplace texts and tasks in order to identify a question or issue to review</td>
<td></td>
</tr>
<tr>
<td>2. Use information in simple tables, graphs and charts for workplace task</td>
<td>2.1 Identify and compare data embedded in familiar and simple graphs, charts and tables relevant to workplace task &lt;br&gt; 2.2 Relate information from tables, graphs and charts to relevant workplace task and the question or issue being reviewed &lt;br&gt; 2.3 Perform reasonableness check of data and information extraction in relation to the workplace context</td>
</tr>
<tr>
<td>3. Communicate simple data handling information</td>
<td>3.1 Use informal and some formal mathematical written representation to write familiar data handling process information in simple and familiar workplace texts and tasks &lt;br&gt; 3.2 Use informal and some formal mathematical oral language to discuss familiar data handling process information in simple and familiar workplace tasks and texts</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Mapping Information**

Supersedes and is equivalent to FSKNUM12 Identify and interpret information in familiar tables, graphs and charts for work.

**Links**

Assessment Requirements for FSKNUM012 Use familiar and simple data for work

Modification History

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Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- use familiar data handling processes to perform a workplace task with familiar data, including:
  - interpreting familiar data partially embedded in familiar oral and written workplace texts comparing familiar data in a simple graph
  - sorting and ordering familiar data in a table
  - comparing familiar data in a table
  - checking reasonableness of the data handling process and outcome in relation to the workplace context
  - using relevant technology, such as calculators or spreadsheets.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- methods to identify simple tables, graphs and charts partially embedded in workplace materials
- key features of simple tables, graphs and charts
- techniques and language to locate, interpret and describe information in tables, graphs and charts
- purposes and uses of different graphs, including:
  - pictograph
  - column graph or bar graph
- methods to perform reasonableness check of processes and outcomes in relation to the workplace context
- informal and some formal mathematical written and oral language and symbolism
• relevant technology, such as calculators or spreadsheets.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Assistive technologies can be utilised to assist with oral and written communication.

Skills must be demonstrated using familiar texts and tasks with a clear purpose that reflect those typically found in a workplace.

The following resources are to be made available:

• an expert or mentor to provide support to learner if requested
• simple tables, graphs and charts for workplace tasks.

Assessors must:

• satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
• have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
• have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
• have completed the following or equivalent:
  • TAE500009 Address Foundation Skills in Vocational Practice Skill Set; or
  • a higher level education qualification, such as:
    • TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    • Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKNUM013 Construct simple tables and graphs for work

Modification History

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</table>

Application

This unit describes the skills and knowledge required to collect, collate and organise familiar data to construct simple tables and graphs. It includes identifying and interpreting workplace data and communicating results.

An individual performing these tasks may work with an expert or mentor where support is available, if requested.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at level 2 in the workplace.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Identify familiar data | 1.1 Identify basis and specifications of data collection requirements for workplace task  
1.2 Identify source(s) of familiar and simple data in the workplace |
## Element | Performance Criteria
--- | ---
2. Use familiar data to construct graphs and tables | 2.1 Select a simple method to collect familiar workplace data (one or two variables only) and collect small data sample  
2.2 Collect, order and collate data into a table or spreadsheet  
2.3 Construct a simple and familiar graph using data from table  
2.4 Perform reasonableness check of graph by referring to table, initial data collection and workplace context

3. Communicate graphical and tabular information | 3.1 Use informal and some formal mathematical written representation to construct simple graphs and tables in simple and familiar workplace texts and tasks  
3.2 Use informal and some formal mathematical oral language to discuss simple graphs and tables construction process in simple and familiar workplace tasks and texts

### Foundation Skills

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

### Mapping Information

Supersedes and is equivalent to FSKNUM13 Construct simple tables and graphs for work using familiar data.

### Links

Assessment Requirements for FSKNUM013 Construct simple tables and graphs for work

Modification History

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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- identify and interpret familiar data or information partially embedded in one familiar oral and one written workplace text in order to collect data and construct a graph or chart
- collect a set of sample workplace data and order and collate into an appropriate format
- construct a simple table based on workplace data and check the reasonableness of the process and outcome in relation to the workplace context
- construct a simple pictograph, column or bar chart with simple graduations of 1s, 5s or 10s based on workplace data collected and check the reasonableness of the construction process and outcome in relation to the workplace context
- communicate simple mathematical information in an oral and a written format.

Calculators, spreadsheets or other relevant software may be used to perform the above as required.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- simple data collection methods and techniques to identify variables relevant to the workplace task
- methods to collect, collate and organise data into rows and columns in tables, including the use of appropriate technology such as calculators, spreadsheets or other relevant software
- methods to represent data in simple and familiar graph or chart, including the use of appropriate technology such as spreadsheets
- purpose and application of simple graph features (axes, labels and titles) for the following:
  - column graph or bar graph
  - pictograph
• methods to perform reasonableness check of processes and outcomes in relation to the workplace context
• informal and some formal mathematical written and oral language and symbolism.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Assistive technologies can be utilised to assist with oral and written communication.

Skills must be demonstrated using familiar texts and tasks with a clear purpose that reflect those typically found in a workplace.

The following resources are to be made available:

• an expert or mentor to provide support to learner if requested
• ruler and paper, or electronic spreadsheet software to construct simple tables and graphs to collect workplace data.

Assessors must:

• satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
• have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
• have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
• have completed the following or equivalent:
  • TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  • a higher level education qualification, such as:
    • TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    • Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKNUM014 Calculate with whole numbers and familiar fractions, decimals and percentages for work

Modification History

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</tbody>
</table>

Application

This unit describes the skills and knowledge to interpret and calculate with whole numbers, routine fractions, decimals and percentages for workplace activities and tasks. It includes interpreting and selecting embedded mathematical information, undertaking routine arithmetical problem solving processes, and communicating results to complete workplace activities.

An individual performing these tasks works independently and uses their own familiar support resources.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at level 3 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tr>
<td>Elements describe the essential outcomes.</td>
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<td>Element</td>
<td>Performance Criteria</td>
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</tbody>
</table>
| 1. Select and interpret routine mathematical information | 1.1 Identify whole numbers and routine fractions, decimals, percentages and common rates embedded in workplace tasks and texts  
1.2 Interpret whole numbers and routine fractions, decimals, percentages and common rates embedded in workplace tasks and texts |
| 2. Perform mathematical calculations to complete workplace task | 2.1 Select arithmetical problem solving process for completing the workplace task  
2.2 Estimate outcome of calculations with the four arithmetical operations related to whole numbers, routine fractions, decimals and percentages  
2.3 Calculate outcome of calculations with the four arithmetical operations related to whole numbers, routine fractions, decimals and percentages  
2.4 Check and reflect on mathematical problem solving processes and outcomes in relation to initial estimates and the workplace context |
| 3. Communicate workplace mathematical information | 3.1 Use informal and formal written mathematical representation to document and report on workplace calculation processes and results  
3.2 Use informal and formal mathematical language to present and discuss workplace problem solving process and results |

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Mapping Information**

Supersedes and is equivalent to FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages for work.
Links

Assessment Requirements for FSKNUM014 Calculate with whole numbers and familiar fractions, decimals and percentages for work

Modification History

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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- select and interpret one of each of the following embedded in routine workplace tasks and texts:
  - whole numbers
  - routine common fractions
  - routine decimals
  - routine common percentages
  - common rates
- perform routine mathematical problem solving processes to complete a workplace task, including:
  - using and applying the order of arithmetical operations to solve multi-step calculations with whole numbers
  - performing calculations with common fractions, decimals and percentages
  - using and applying rates in familiar or routine situations
  - making initial estimations and checking reasonableness of process and results.

In the course of the above the candidate must demonstrate use of relevant technology, such as calculators or spreadsheets.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- purpose of workplace calculations relevant to completing workplace task
- place value and use of zero
Assessment Requirements for FSKNUM014 Calculate with whole numbers and familiar fractions, decimals and percentages for work

- relationship and equivalence between familiar and routine fractions, decimals and percentages
- relationship between the four operations (addition, subtraction, multiplication and division) and the use and application of the order of operations
- the meaning and purpose of familiar rates such as km/hr, $/kg and $/m
- purpose and use of relevant technology such as calculators, spreadsheets or other relevant software
- methods for using estimation and assessment skills to check and reflect on an outcome and its appropriateness to the workplace task
- informal and formal mathematical written and oral language and symbolism of numbers and calculations.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Assistive technologies can be utilised to assist with oral and written communication.

Skills must be demonstrated using routine texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:
- a calculator
- familiar support resources.

Assessors must:
- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

Assessment Requirements for FSKNUM014 Calculate with whole numbers and familiar fractions, decimals and percentages for work Date this document was generated: 14 November 2019
FSKNUM015 Estimate, measure and calculate with routine metric measurements for work

Modification History

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Application

This unit describes the skills and knowledge required to undertake routine workplace metric estimations, measurements and calculations to complete workplace tasks. It includes interpreting and selecting workplace measurement information, completing workplace measurement tasks, and communicating workplace measurement information.

An individual performing these tasks works independently and uses their own familiar support resources.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at level 3 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Select and interpret</td>
<td>1.1 Identify and select familiar and routine measurement information</td>
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<tr>
<td>Element</td>
<td>Performance Criteria</td>
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<tr>
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<tr>
<td>familiar and routine workplace measurement information</td>
<td>embedded in workplace tasks and texts in order to complete workplace measurement task</td>
</tr>
<tr>
<td></td>
<td>1.2 Interpret familiar and routine measurement information embedded in workplace tasks and texts in order to complete workplace measurement task</td>
</tr>
<tr>
<td>2. Complete workplace measurement task</td>
<td>2.1 Select mathematical problem solving process for completing the measurement task</td>
</tr>
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<td></td>
<td>2.2 Estimate measurements required to complete workplace tasks</td>
</tr>
<tr>
<td></td>
<td>2.3 Select and use measurement equipment to take workplace measurements</td>
</tr>
<tr>
<td></td>
<td>2.4 Calculate with measurements to complete workplace tasks</td>
</tr>
<tr>
<td></td>
<td>2.5 Check and reflect on estimation, measurement and calculation outcomes and appropriateness of outcome to workplace task</td>
</tr>
<tr>
<td>3. Communicate workplace measurement information</td>
<td>3.1 Use informal and formal written mathematical representation to document and report on workplace measurement and problem solving process and results</td>
</tr>
<tr>
<td></td>
<td>3.2 Use informal and formal mathematical language to present and discuss workplace measurement and problem solving process and results</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Mapping Information**

Supersedes and is equivalent to FSKNUM15 Estimate, measure and calculate with routine metric measurements for work.

**Links**

Assessment Requirements for FSKNUM015 Estimate, measure and calculate with routine metric measurements for work

Modification History

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Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- identify routine and familiar metric measurement information and units of measurement in workplace texts and perform routine measurements, calculations, and conversions using at least three of the following measurements:
  - length or perimeter
  - mass
  - volume or capacity
  - temperature
  - area of a rectangle or square.

In the course of the above the candidate must demonstrate use of relevant technology, such as calculators or spreadsheets.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- purpose of workplace measurement relevant to meeting workplace objectives
- purpose and meaning of metric unit prefixes
- purpose, function, selection, set up and safe use of routine measurement tools and equipment
- methods to estimate, measure and calculate measurements
- methods for using estimation and assessment skills to check and reflect on outcome and its appropriateness to the workplace task
- informal and some formal mathematical written and oral language and symbolism of measurement
- relevant technology such as calculators or spreadsheets.
Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context. Assistive technologies can be utilised to assist with oral and written communication. Skills must be demonstrated using routine texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- a calculator
- measurement equipment relevant to the workplace
- own familiar support resources.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKNUM016 Interpret, draw and construct routine 2D and 3D shapes for work

Modification History

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Application

This unit describes the skills and knowledge required to describe and draw familiar and routine, everyday objects, including constructing common three dimensional (3D) shapes, and identifying and estimating common angles. It includes interpreting two dimensional (2D) and 3D shapes and angles, completing workplace tasks with shapes and angles, and communicating shape information.

An individual performing these tasks works independently and uses familiar support resources as needed.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

The unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at level 3 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

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FSKNUM016 Interpret, draw and construct routine 2D and 3D shapes for work

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</thead>
</table>
| 1. Select and interpret familiar and routine 2D and 3D shapes and angles | 1.1 Select and interpret familiar and routine 2D and 3D shapes in different orientations embedded in workplace tasks and texts  
1.2 Select and interpret common angle properties of items or objects embedded in workplace tasks and texts |
| 2. Complete workplace tasks using shape and angle properties | 2.1 Select mathematical problem solving process for completing workplace task  
2.2 Describe and compare properties of familiar and routine 2D and 3D shapes in workplace texts or tasks  
2.3 Identify, estimate and compare common angle properties in everyday objects or activities in workplace texts or tasks  
2.4 Draw and construct everyday workplace 2D and 3D shapes and objects  
2.5 Check and reflect on description, estimation and drawings/constructions, and appropriateness of outcomes to workplace task |
| 3. Communicate workplace shape and angle information | 3.1 Use informal and formal written mathematical representations to document and report on workplace shapes and angle properties, and problem solving process and results  
3.2 Use informal and formal mathematical language to present and discuss workplace shapes and angle properties, and problem solving process and results |

Foundation Skills

This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Mapping Information

Supersedes and is equivalent to FSKNUM16 Interpret, draw and construct 2D and 3D shapes for work.
Links

Companion Volume Implementation Guide is found on VETNet -
Assessment Requirements for FSKNUM016 Interpret, draw and construct routine 2D and 3D shapes for work

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Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- identify, interpret and describe four of each of the following embedded in workplace texts and tasks:
  - familiar and routine 2D and 3D shapes
  - common angles, including 360°, 180°, 90° and 45°
- perform routine mathematical processes to complete a workplace tasks, including:
  - identifying each of the following in the real world and describing properties and applications of shapes to the workplace:
    - rectangular prisms
    - cubes
    - pyramids
    - spheres
    - cylinders
  - constructing familiar and routine 3D shapes from supplied nets.

In the course of the above the candidate must demonstrate use relevant technology, such as software.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- common properties and principles of familiar and routine 2D and 3D shapes including the number of sides or edges, corners or vertices and surfaces or faces of common shapes
- techniques to identify and estimate common angles
- purpose, function, selection, set up and safe use of routine geometric instruments
• methods for using estimation and assessment skills to check and reflect on an outcome and its appropriateness to the workplace task

• informal and formal mathematical written and oral language and symbolism of shapes and angles

• relevant technology such as software.

**Assessment Conditions**

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Assistive technologies can be utilised to assist with oral and written communication.

Skills must be demonstrated using routine texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:

• geometric instruments utilised in the performance evidence.

Assessors must:

• satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and

• have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and

• have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and

• have completed the following or equivalent:

  • TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or

  • a higher level education qualification, such as:

    • TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or

    • Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

**Links**

FSKNUM017 Use familiar and routine maps and plans for work

Modification History

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Application

This unit describes the skills and knowledge to interpret and use familiar and routine maps and plans using direction, simple scales, labels, symbols and keys. Routine maps and plans include street directory, Google maps, Global Positioning System (GPS), atlas, general maps or plans, simple house or landscape plan, or machinery diagram.

An individual performing these tasks works independently and uses familiar support resources as needed.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at level 3 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Select and interpret familiar and routine</td>
<td>1.1 Select and interpret features, symbols and keys embedded in familiar and routine workplace maps and plans</td>
</tr>
</tbody>
</table>
Element | Performance Criteria
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directional information | 1.2 Interpret locations and directions described orally and in writing, that are embedded in familiar and routine workplace maps and plans

2. Read and use maps and plans to complete workplace tasks | 2.1 Select mathematical problem solving process for completing the workplace tasks  
2.2 Use simple scale to estimate length of objects, or distance to location or object in workplace texts or tasks  
2.3 Give directions using a workplace map or plan  
2.4 Follow directions based on a workplace map or plan  
2.5 Check and reflect on directions and outcomes, and appropriateness of outcome to workplace tasks

3. Communicate workplace direction and location information | 3.1 Use informal and formal written mathematical representation to document and report on workplace directions and problem solving process and results  
3.2 Use informal and formal mathematical language to present and discuss workplace directions and problem solving process and results

Foundation Skills

This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Mapping Information

Supersedes and is equivalent to FSKNUM17 Use routine maps and plans for work.

Links

Assessment Requirements for FSKNUM017 Use familiar and routine maps and plans for work

Modification History

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Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- select and interpret each of the following embedded in one familiar and routine workplace map and one familiar and routine workplace plan:
  - key features
  - key and symbols
  - scales
- perform routine mathematical processes to complete a workplace task, including:
  - orienting a routine map or plan to locate an item/place in real life
  - giving directions to locate an item or place on a routine map or plan
  - following directions to locate an item or place on a routine map or plan.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- common features on routine maps and plans
- meaning of symbols on routine maps and plans
- cardinal directions and coordinates
- techniques to use scales on maps or plans to estimate distance/size
- location of north, south, east and west
- methods for using estimation and assessment skills to check and reflect on outcome and its appropriateness to the workplace task
- informal and formal mathematical written and oral language and symbolism of directions, maps and plans.
Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Assistive technologies can be utilised to assist with oral and written communication.

Skills must be demonstrated using routine texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:
- a calculator
- measuring instruments utilised in the performance evidence
- own familiar support resources.

Assessors must:
- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKNUM018 Collect data and construct routine tables and graphs for work

Modification History

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</table>

Application

This unit describes the skills and knowledge required to collect, collate and organise familiar and routine data and construct tables, column and bar graphs for work. It includes interpreting data from workplace tables and graphs and communicating mathematical information.

An individual performing these tasks works independently and uses familiar support resources.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at level 3 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

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</tr>
<tr>
<td>1. Identify relevant and familiar workplace data</td>
<td>1.1 Identify basis and specifications of data collection requirements for workplace task including being aware of audience of data and</td>
</tr>
</tbody>
</table>
### Element | Performance Criteria
--- | ---
 | purpose of collection  
1.2 Identify source(s) of familiar and routine data in the workplace and possible methods of collection

2. Collect data and develop routine tables and graphs for workplace task
2.1 Select mathematical problem solving process for completing workplace task  
2.2 Describe an expected result of the data collection and results  
2.3 Select method to collect routine workplace data and collect relevant data sample  
2.4 Collect, order and collate data into a table or spreadsheet  
2.5 Determine scale and axes and construct routine graph or chart using appropriate tools  
2.6 Check and reflect on expected result, data collection and outcomes and appropriateness of outcome to workplace task

3. Communicate results
3.1 Use informal and formal written mathematical representation to document and report on workplace data and problem solving process and results  
3.2 Use informal and formal mathematical language to present and discuss workplace information and problem solving process and results

### Foundation Skills

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

### Mapping Information

Supersedes and is equivalent to FSKNUM18 Collect data and construct routine tables and graphs for work.
**Links**

Assessment Requirements for FSKNUM018 Collect data and construct routine tables and graphs for work

Modification History

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Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- identify and collect a set of workplace data on at least one occasion for a workplace purpose and order and collate into an appropriate format, such as a graph or chart
- perform a workplace task using routine tables and graphs, including:
  - identifying features and uses of tables and graphs
  - constructing a table and appropriate graph for a workplace purpose
  - interpreting data represented and identifying key features.

In the course of the above the candidate must demonstrate use of relevant technology, such as graphing calculators or spreadsheets.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- routine data collection and collation methods relevant to workplace
- common features of routine graphs and tables
- methods to perform calculations with data and information, including frequencies and percentage frequencies
- use of routine tools to draw and construct tables and graphs
- appropriate use of different kinds of graphs
- routine scales and axes
- methods to perform reasonableness check of processes and outcomes in relation to the workplace context
- informal and some formal mathematical written and oral language and symbolism
- relevant technology such as graphing calculators or spreadsheets.
Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Assistive technologies can be utilised to assist with oral and written communication.

Skills must be demonstrated using routine texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- a calculator
- tools to draw routine tables and graphs in the performance evidence, this may include handheld tools and electronic spreadsheet software
- own familiar support resources.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKNUM019 Interpret routine tables, graphs and charts and use information and data for work

Modification History

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Application

This unit describes the skills and knowledge required to select and interpret information in routine tables, graphs and charts. This includes using routine calculations to interpret and compare information and methods of display.

An individual performing these tasks works independently and uses familiar support resources as needed.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at level 3 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Select and interpret relevant familiar and</td>
<td>1.1 Identify and use key features of routine workplace graphs, charts and tables</td>
</tr>
</tbody>
</table>
### Element

#### Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Routine workplace data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Interpret and select relevant workplace data and information represented in routine tables, graphs and charts in order to identify a question or issue to review</td>
<td></td>
</tr>
</tbody>
</table>

| 2. Interpret information in routine tables, graphs and charts for workplace task |
| 2.1 Select mathematical problem solving process for completing workplace task |
| 2.2 Interpret data embedded in routine graphs, charts and tables relevant to workplace task |
| 2.3 Relate information from tables, graphs and charts to relevant workplace task and the question or issue being reviewed |
| 2.4 Check and reflect on data interpretation and outcomes and appropriateness of outcome to workplace task |

| 3. Communicate results |
| 3.1 Use informal and formal written mathematical representation to document and report on data and information interpretation and problem solving process and results |
| 3.2 Use informal and formal mathematical language to present and discuss data and information interpretation and problem solving process and results |

### Foundation Skills

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
</table>
| Learning | - Evaluates the reliability of sources of routine information  
- Understands usefulness of visual presentation of data |

### Mapping Information

Supersedes and is equivalent to FSKNUM19 Interpret routine tables, graphs and charts for work.

### Links

Assessment Requirements for FSKNUM019 Interpret routine tables, graphs and charts and use information and data for work

Modification History

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Release 1</td>
<td>This version first released with FSK Foundation Skills Training Package Version 2.0.</td>
</tr>
</tbody>
</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- extract and interpret statistical information from each of the following embedded in a workplace text or task:
  - routine and familiar workplace table
  - routine and familiar workplace graph/chart
- interpret information in table and graph or chart above, including:
  - comparing data
  - determining and describing data features and trends
  - identifying data anomalies or misleading data pieces
  - making conclusions or summaries of data.

In the course of the above the candidate must demonstrate use of relevant technology, such as graphing calculators or spreadsheets.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- types of statistical information
- different types, purposes and uses of routine graphs and charts
- common features of routine tables, graphs and charts
- methods to perform calculations with data and information
- methods to use data and information to inform or persuade
- methods to identify misleading data
- methods to perform reasonableness check of processes and outcomes in relation to the workplace context
- informal and some formal mathematical written and oral language and symbolism
• relevant technology, such as graphic calculators or spreadsheets.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Assistive technologies can be utilised to assist with oral and written communication.

Skills must be demonstrated using routine texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:

• a calculator
• tables, graphs and charts utilised in the performance evidence
• own familiar support resources.

Assessors must:

• satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
• have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
• have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
• have completed the following or equivalent:
  • TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  • a higher level education qualification, such as:
    • TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    • Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKNUM020 Use familiar, routine functions of a calculator for work

Modification History

<table>
<thead>
<tr>
<th>Release</th>
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<tbody>
<tr>
<td>Release 1</td>
<td>This version first released with FSK Foundation Skills Training Package Version 2.0.</td>
</tr>
</tbody>
</table>

Application

This unit describes the skills and knowledge to use the common and routine functions of a calculator to undertake routine mathematical calculations for workplace tasks. Mathematical calculations include working with the four standard arithmetical operations with whole numbers, familiar fractions, decimals, percentages and rates.

An individual performing these tasks works independently and uses familiar support resources as needed.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at level 3 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Select and interpret familiar and routine</td>
<td>1.1 Identify mathematical problem in workplace task requiring</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| numerical information relevant to workplace calculations | solution with a calculator  
1.2 Extract and interpret familiar and routine numerical information relevant to calculations partially embedded in workplace tasks and texts  
1.3 Identify required function keys on calculator necessary to solve mathematical calculation |
| 2. Solve routine calculations using a calculator | 2.1 Select and use a range of mathematical problem solving strategies to undertake workplace task  
2.2 Estimate outcome of calculations to complete workplace task  
2.3 Perform a range of multi-step calculations using a number of different function keys on a calculator to complete workplace task  
2.4 Check and reflect on estimation and calculation outcomes and appropriateness of outcome to workplace task |
| 3. Communicate calculation results           | 3.1 Use informal and formal written mathematical representation to document and report on workplace calculation and problem solving process and results  
3.2 Use informal and formal mathematical language to present and discuss workplace calculation and problem solving process and results |

**Foundation Skills**

This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Mapping Information**

Supersedes and is not equivalent to FSKNUM20 Use basic functions of a calculator.

**Links**

Assessment Requirements for FSKNUM020 Use familiar, routine functions of a calculator for work

Modification History

<table>
<thead>
<tr>
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<tbody>
<tr>
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</tr>
</tbody>
</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- use each of the following functions on a calculator:
  - the four standard arithmetical operations
  - the memory functions
  - the percentage functions
  - the parentheses
- perform routine calculations with a calculator to complete a workplace task, including:
  - performing multi-step calculations with whole numbers, familiar fractions, decimals, percentages and rates and using the order of the four operations
  - interpreting calculator displays and rounding to whole numbers and decimals of 1 or 2 decimal places, where required.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- problem solving processes to solve workplace problems requiring calculations with a scientific calculator
- order of operations and use of brackets and parentheses for mathematical calculations
- relationship between fractions, decimals and percentages and rounding
- purpose and use of a range of common and routine function keys on a calculator required to complete the required calculations
- estimation and evaluation processes
- implications of calculations and results for workplace tasks
- informal and formal mathematical written and oral language and symbolism relevant to workplace calculations.
Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Assistive technologies can be utilised to assist with oral and written communication.

Skills must be demonstrated using routine texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- calculator
- data utilised in the performance evidence
- own familiar support resources.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKNUM021 Apply an expanding range of arithmetical calculations for work

Modification History

<table>
<thead>
<tr>
<th>Release</th>
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<tbody>
<tr>
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<td>This version first released with FSK Foundation Skills Training Package Version 2.0.</td>
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</tbody>
</table>

Application

This unit describes the skills and knowledge to extract and evaluate mathematical information and undertake a range of arithmetical calculations, including with a range of rational numbers, including positive and negative numbers, powers and roots. It includes extracting and interpreting mathematical information, applying mathematical problem solving processes to complete workplace tasks, and communicating workplace mathematical information.

An individual performing these tasks works independently and uses support from a range of established resources.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at level 4 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
</tbody>
</table>
| 1. Extract and interpret a range of mathematical information | 1.1 Extract a range of mathematical information embedded in workplace tasks and texts  
1.2 Interpret a range of mathematical information embedded in workplace tasks and texts |
| 2. Apply and use mathematical calculations involving multiple steps to complete workplace task | 2.1 Select and use a range of mathematical problem solving strategies to undertake workplace task  
2.2 Estimate outcome of calculations related to fractions, decimals, percentages, simple powers, common roots and positive and negative numbers to complete workplace task  
2.3 Perform calculations with fractions, decimals, percentages, simple powers, common roots and positive and negative numbers to complete workplace task  
2.4 Check and reflect on mathematical problem solving processes and outcomes in relation to initial estimates and the workplace context |
| 3. Communicate workplace mathematical information | 3.1 Use formal, informal and some specialised mathematical representation to document and communicate workplace calculation processes, results and implications  
3.2 Use formal, informal and some specialised language to discuss and explain workplace calculation processes, results and implications |

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology</td>
<td>Uses a scientific calculator</td>
</tr>
</tbody>
</table>

**Mapping Information**

Supersedes and is equivalent to FSKNUM21 Apply an expanding range of mathematical calculations for work.
Links

Companion Volume Implementation Guide is found on VETNet -
Assessment Requirements for FSKNUM021 Apply an expanding range of arithmetical calculations for work

Modification History

<table>
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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- perform multi-step mathematical problem solving processes to complete a complex workplace task including:
  - performing multi-step calculations with relevant positive and negative numbers using the four operations, including:
    - fractions, decimals and percentages
    - powers and roots
    - positive and negative numbers
  - making estimations to check problem solving outcomes of above calculations and determine appropriate accuracy required for task
  - evaluating mathematical processes used and outcomes obtained, and evaluating implications for workplace task.

In the course of the above the candidate must demonstrate use of relevant technology, such as calculators or spreadsheets.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- problem solving processes to solve workplace mathematical problems
- equivalent value of fractions, decimals and percentages
- powers and roots, and the relationship between powers and roots
- workplace application of negative numbers
- order of operations and use of brackets and parentheses
- estimation and assessment processes
- implications of calculations and results for workplace tasks
• specialised, formal and informal mathematical written and oral language and symbolism relevant to workplace calculations
• relevant technology, such as calculators or spreadsheets.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Assistive technologies can be utilised to assist with oral and written communication.

Skills must be demonstrated using complex texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:
• a calculator
• own familiar support resources.

Assessors must:
• satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
• have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
• have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
• have completed the following or equivalent:
  • TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  • a higher level education qualification, such as:
    • TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    • Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKNUM022 Use ratios, rates and proportions for complex workplace tasks

Modification History

<table>
<thead>
<tr>
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<tbody>
<tr>
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</tbody>
</table>

Application

This unit describes the skills and knowledge required to solve problems and calculate with rates, ratios and proportions. It includes extracting and interpreting ratio, rate and proportional information, applying problem solving processes to complete workplace tasks, and communicating workplace mathematical information.

An individual performing these tasks works independently and uses support from a range of established resources.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at level 4 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Extract and interpret</td>
<td>1.1 Extract ratios, rates and proportional reasoning information</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>ratios, rates and proportional information</td>
<td>embedded in a range of workplace tasks and texts</td>
</tr>
<tr>
<td>1.2 Interpret ratios, rates and proportional reasoning information embedded in a range of workplace tasks and texts</td>
<td></td>
</tr>
<tr>
<td>2. Apply a range of mathematical problem solving processes involving ratios, rates and proportions to complete workplace task</td>
<td>2.1 Select and use a range of mathematical and problem solving strategies to undertake workplace task</td>
</tr>
<tr>
<td>2.2 Estimate outcome of calculations related to ratios, rates and proportions to complete workplace task</td>
<td></td>
</tr>
<tr>
<td>2.3 Perform calculations with ratios, rates and proportions in mathematical processes to solve workplace problems</td>
<td></td>
</tr>
<tr>
<td>2.4 Check and reflect on mathematical problem solving processes and outcomes in relation to initial estimates and the workplace context</td>
<td></td>
</tr>
<tr>
<td>3. Communicate workplace ratio, rate and proportion information</td>
<td>3.1 Use formal, informal and some specialised mathematical representation to document and communicate workplace ratio, rate and proportional reasoning processes, results and implications</td>
</tr>
<tr>
<td>3.2 Use formal, informal and some specialised mathematical language to discuss and explain workplace ratio, rate and proportional reasoning processes, results and implications</td>
<td></td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Mapping Information**

Supersedes and is equivalent to FSKNUM22 Use and apply ratios, rates and proportions for work.

**Links**

Assessment Requirements for FSKNUM022 Use ratios, rates and proportions for complex workplace tasks

Modification History

<table>
<thead>
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<tr>
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</tr>
</tbody>
</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- perform multi-step mathematical problem solving processes with ratios, rates and proportions to complete a complex workplace task, including:
  - calculating using ratios, rates and proportions
  - making estimations to check problem solving outcomes and determine appropriate accuracy required for task
  - evaluating mathematical processes used and outcomes obtained, and evaluating implications for workplace task.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- use and purpose of typical ratios, rates and proportions in complex workplace tasks
- relationship between ratios, rates and proportions
- different representations of ratios and rates
- methods to simplify and compare quantities using ratios
- methods of calculation with ratios, rates and proportions
- estimation and evaluation processes
- implications of calculations and results for workplace tasks
- specialised, formal and informal mathematical written and oral language and symbolism relevant to ratios, rates and proportions.
Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Assistive technologies can be utilised to assist with oral and written communication.

Skills must be demonstrated independently, using complex texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- a calculator
- own familiar support resources.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKNUM023 Estimate, measure and calculate measurements for work

Modification History

<table>
<thead>
<tr>
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<tbody>
<tr>
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</tr>
</tbody>
</table>

Application

This unit describes the skills and knowledge to estimate and measure quantities, to convert units within the metric system and between metric and non-metric units, to calculate area and volume including compound shapes, and to use Pythagoras’ theorem. It includes extracting and interpreting measurement information, applying problem solving processes to complete workplace measurement tasks, and communicating workplace measurement information.

An individual performing these tasks works independently and uses support from a range of established resources.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at level 4 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
## Element: Extract and interpret complex workplace measurement information

<table>
<thead>
<tr>
<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td>1. Extract a range of measurement information embedded in workplace tasks and texts in order to complete workplace measurement task</td>
</tr>
<tr>
<td>1.2 Interpret a range of measurement information embedded in workplace tasks and texts in order to complete workplace measurement task</td>
</tr>
</tbody>
</table>

## Element: Complete workplace measurement tasks

<table>
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<tr>
<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td>2.1 Select mathematical and problem solving strategies to undertake workplace measurement task</td>
</tr>
<tr>
<td>2.2 Estimate measurements and outcomes to complete workplace task</td>
</tr>
<tr>
<td>2.3 Select and use relevant measurement equipment to take accurate workplace measurements</td>
</tr>
<tr>
<td>2.4 Calculate with measurements to complete workplace task, including conversions of metric units</td>
</tr>
<tr>
<td>2.5 Check and reflect on mathematics used, outcomes, initial estimates and workplace implications using estimation and evaluation techniques</td>
</tr>
</tbody>
</table>

## Element: Communicate workplace measurement information

<table>
<thead>
<tr>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Use formal, informal and some specialised written mathematical representation to document, interpret and communicate workplace measurement processes, results and implications</td>
</tr>
<tr>
<td>3.2 Use formal, informal and some specialised mathematical language to discuss and explain workplace measurement processes, results and implications</td>
</tr>
</tbody>
</table>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Learning</td>
<td>• Sequencing multi-step calculations</td>
</tr>
<tr>
<td>Technology</td>
<td>• Using a scientific calculator</td>
</tr>
</tbody>
</table>
Mapping Information

Supersedes and is equivalent to FSKNUM23 Estimate, measure and calculate measurements for work.

Links

Assessment Requirements for FSKNUM023 Estimate, measure and calculate measurements for work

Modification History

<table>
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</tr>
</tbody>
</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- extract and interpret metric and relevant non-metric measurement information and units of measurement embedded in a complex workplace text or task related to area and volume
- perform complex measurements to complete a workplace task, including:
  - identifying and selecting relevant measurement tools and equipment appropriate to the workplace task
  - estimating the expected outcome prior to undertaking measurement and calculation
- performing calculations with measurements, including:
  - converting between metric units
  - converting between metric and routine non-metric units
  - calculating the sides of right angle triangles using Pythagoras’ theorem
  - 2D shapes, one of which must be a compound shape, using relevant routine formulas
  - calculating the volume of prisms and compound 3D shapes using relevant routine formulas

In the course of the above the candidate must demonstrate use of relevant technology, such as calculators or spreadsheets.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- purpose of workplace measurement relevant to meeting workplace objectives
- purpose and meaning of metric and non-metric unit prefixes
- purpose, function, selection, set up and safe use of routine measurement tools and equipment
• methods to estimate, measure and calculate measurements
• names and basic properties of a range of 2D and 3D shapes
• relevant routine formulae to calculate areas and volumes
• purpose and application of Pythagoras’ theorem
• mathematical symbols relevant to the task undertaken in the performance evidence
• estimation and evaluation processes
• implications of measurements, calculations and results for workplace tasks
• specialised, formal and informal mathematical written and oral language and symbolism of measurement
• relevant technology, such as calculators or spreadsheets.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Assistive technologies can be utilised to assist with oral and written communication.

Skills must be demonstrated using complex texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:
• a calculator
• measuring equipment relevant to workplace
• range of established familiar support resources.

Assessors must:
• satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
• have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
• have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
• have completed the following or equivalent:
  • TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  • a higher level education qualification, such as:
    • TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    • Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.
Links

Companion Volume Implementation Guide is found on VETNet -
FSKNUM024 Use geometry to draw 2D shapes and construct 3D shapes for work

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Release 1</td>
<td>This version first released with FSK Foundation Skills Training Package Version 2.0.</td>
</tr>
</tbody>
</table>

Application

This unit describes the skills and knowledge to use angle properties and symmetry to analyse and draw two dimensional (2D) shapes and construct three dimensional (3D) shapes for workplace practices. It includes extracting and interpreting shape and angle information, completing workplace tasks with shapes, and communicating workplace mathematical information.

An individual performing these tasks works independently and uses support from a range of established resources.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at level 4 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 1. Extract and interpret workplace shape    | 1.1 Extract and interpret a range of 2D and 3D shapes embedded in a range of complex workplace tasks and texts to complete workplace task  
| information                                  | 1.2 Extract and interpret angle and symmetry properties embedded in a range of complex workplace tasks and texts                                                                                                                                                                                                                                       |
| 2. Complete workplace tasks with shapes     | 2.1 Select mathematical and problem solving strategies to undertake workplace task  
|                                             | 2.2 Select relevant tools and equipment to draw and construct angles and shapes  
|                                             | 2.3 Draw, estimate and measure to create 2D shapes for work using drawing tools or software  
|                                             | 2.4 Draw, estimate and measure to construct 3D shapes for work using drawing tools or software  
|                                             | 2.5 Check and reflect on mathematics used, outcomes, and workplace implications using estimation and evaluation techniques                                                                                                                                                                                                                     |
| 3. Communicate workplace shape information  | 3.1 Use formal, informal and some specialised written mathematical representation to document, interpret and communicate about geometry and shapes in workplace processes, results and implications  
|                                             | 3.2 Use formal, informal and some specialised mathematical language about geometry and shape to discuss and explain workplace processes, results and implications                                                                                                                                                                                                       |

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Mapping Information**

Supersedes and is equivalent to FSKNUM24 Use geometry to draw 2D shapes and construct 3D shapes for work.
Links

Assessment Requirements for FSKNUM024 Use geometry to draw 2D shapes and construct 3D shapes for work

Modification History

<table>
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</tr>
</tbody>
</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- extract and interpret each of the following embedded in a complex workplace text or task:
  - 2D shapes, including compound 2D shapes
  - 3D shapes, including compound 3D shapes
  - properties of angles, symmetry and similarity
- perform mathematical processes to complete complex workplace tasks, including:
  - identifying features and properties of 2D and 3D shapes including the properties of angle and symmetry
  - using angle properties to evaluate unknown angles in shapes
  - drawing 2D shapes, including compound shapes, using geometric instruments
  - drawing and constructing 3D shapes, including compound shapes, using geometric instruments.

In the course of the above the candidate must demonstrate use of relevant technology, such as appropriate computer aided drawing technology or software.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- purpose and application of geometric shapes to workplace tasks
- features and properties of 2D and 3D shapes, including compound shapes
- properties and types of lines and angles and symmetry principles
- techniques to draw 2D shapes and construct 3D shapes
- estimation and assessment processes
- implications of drawings, constructions and results for workplace tasks
• specialised, formal and informal mathematical written and oral language and symbolism of shapes and angles
• relevant technology, such as appropriate computer aided drawing technology or software.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Assistive technologies can be utilised to assist with oral and written communication.

Skills must be demonstrated using complex texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:
• geometric instruments utilised in the performance evidence
• resources to draw and construct shapes in the performance evidence
• own familiar support resources.

Assessors must:
• satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
• have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
• have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
• have completed the following or equivalent:
  • TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  • a higher level education qualification, such as:
    • TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    • Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

 FSNUM025 Use detailed maps to plan travel routes for work

Modification History

<table>
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</table>

Application

This unit describes the skills and knowledge to use, calculate and interpret information based on detailed maps for planning travel routes. Maps include Global Positioning System (GPS), road maps, topographical, cadastral, navigational charts, online maps, physical, and thematic maps.

An individual performing these tasks works independently and uses support from a range of established resources.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at level 4 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Extract and interpret information in detailed</td>
<td>1.1 Extract key features, including scales, embedded in a range of complex workplace maps</td>
</tr>
</tbody>
</table>
## Element: Performance Criteria

<table>
<thead>
<tr>
<th>maps</th>
<th>1.2 Interpret key features and scales embedded in a range of complex workplace maps</th>
</tr>
</thead>
</table>
| 2. Undertake workplace tasks using maps | 2.1 Select mathematical and problem solving strategies to undertake workplace task  
2.2 Gather information and identify and check relevant factors related to planning and specifying a route necessary for a workplace task  
2.3 Plan and describe route, specifying directions and distances, speeds and times required to achieve the route within specifications  
2.4 Check and reflect on mathematics used, outcomes, and workplace implications using estimation and evaluation techniques |
| 3. Communicate direction and route information | 3.1 Use formal, informal and some specialised written mathematical representation to document, interpret and communicate determined route and workplace processes, results and implications  
3.2 Use formal, informal and some specialised mathematical language to discuss and explain route and workplace processes, results and implications |

### Foundation Skills

This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

### Mapping Information

Supersedes and is equivalent to FSKNUM25 Use detailed maps to plan travel routes for work.

### Links

Assessment Requirements for FSKNUM025 Use detailed maps to plan travel routes for work

Modification History

<table>
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</tbody>
</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- perform mathematical processes to complete a complex workplace based location and direction task, including:
  - identifying and interpreting features of different types of maps, including GPS based maps and applications
  - applying scales to calculate distances
  - determining positions or locations using directional information
- use a detailed map to plan a travel route for work on at least one occasion. Route planning must involve:
  - use of necessary equipment and tools to interpret maps
  - performing calculations of distance, speed and time
  - gathering of other relevant information that may impact the route.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- purpose and application of points of a compass and bearings
- purpose of map scales and application to calculate distance
- methods to calculate speed with relevant formulas
- coordinates, including degrees, minutes and seconds
- common map symbols and abbreviations
- purpose and application of equipment relevant to the map(s)
- estimation and evaluation processes
- implications of routes, calculations and results for workplace tasks
• specialised, formal and informal mathematical written and oral language and symbolism of directions.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Assistive technologies can be utilised to assist with oral and written communication.

Skills must be demonstrated using complex texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:
• a calculator
• equipment utilised in the performance evidence
• maps utilised in the performance evidence
• own familiar support resources.

Assessors must:
• satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
• have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
• have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
• have completed the following or equivalent:
  • TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  • a higher level education qualification, such as:
    • TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    • Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKNUM026 Read, interpret and use detailed plans, drawings and diagrams for work

Modification History

<table>
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</tbody>
</table>

Application

This unit describes the skills and knowledge required to read, interpret and use detailed plans, drawings and diagrams for work. It includes extracting and interpreting information in plans and diagrams, undertaking workplace activities using plans and diagrams, and communicating information.

An individual performing these tasks works independently and uses support from a range of established resources.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at level 4 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

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<tbody>
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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Extract and interpret</td>
<td>1.1 Extract key features, including scales, embedded in a range of</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
</tbody>
</table>
| information in plans, drawings and diagrams | complex plans, drawings and diagrams  
1.2 Interpret key features, including scales, embedded in a range of complex workplace plans, drawings and diagrams |
| 2. Undertake workplace activities using plans, drawings and diagrams | 2.1 Select mathematical problem solving strategies to undertake workplace task  
2.2 Interpret specifications and views from a workplace plan, drawing or diagram, including interpreting scales and different perspectives  
2.3 Develop work plan, method statement or other workplace project based on plan, drawing or diagram and verify information and requirements with appropriate personnel as required  
2.4 Check and reflect on mathematics used, outcomes, and workplace implications using estimation and evaluation techniques |
| 3. Communicate mathematical information | 3.1 Use formal, informal and some specialised written mathematical representation about geometry and shape to document, interpret and communicate project or task processes, results and implications  
3.2 Use formal, informal and some specialised mathematical language about geometry and shape to discuss and explain project or task processes, results and implications |

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Mapping Information**

Supersedes and is equivalent to FSKNUM26 Read, interpret and use detailed plans, drawings and diagrams for work.

**Links**

Assessment Requirements for FSKNUM026 Read, interpret and use detailed plans, drawings and diagrams for work

Modification History

<table>
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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- identifying three different types of workplace plans, drawings and diagrams and their purposes
- extract and interpret the following key features embedded in complex workplace plans, drawings and diagrams:
  - scales
  - dimensions
  - tolerances
  - symbols
  - abbreviations
- perform mathematical processes to complete a complex workplace task, including:
  - determining the orientation of plans, maps and diagrams with site or object
  - using plans, drawings and/or diagrams to complete a work plan, method statement or other workplace project, including:
    - interpreting relevant information on plans, drawings and/or diagrams
    - calculating dimensions and measuring accurately using scales
    - interpreting different views.

In the course of the above the candidate must demonstrate use of relevant technology, applications or computer aided drawing software.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- features of plans, drawings and diagrams
- symbols and abbreviations used on plans, drawings and diagrams
- purpose and application of scales on plans, drawings and diagrams
- techniques to identify missing dimensions on plans, drawings and diagrams
- purpose and application of relevant geometric principles
- techniques to interpret different views of maps, plans and diagrams
- purpose and use of relevant technology such as drawing or graphing software
- estimation and assessment processes
- implications of calculations and results for workplace tasks
- specialised, formal and informal mathematical written and oral language and symbolism.

**Assessment Conditions**

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Assistive technologies can be utilised to assist with oral and written communication.

Skills must be demonstrated using complex texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- a calculator
- plans, drawings and diagrams utilised in the performance evidence
- own familiar support resources.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

**Links**

FSKNUM027 Collect, organise and interpret statistical data for work

Modification History

<table>
<thead>
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</tr>
</tbody>
</table>

Application

This unit describes the skills and knowledge required to collect and organise data, present the data graphically, summarise the data, and interpret a range of statistical data for work. It includes extracting and interpreting statistical information, undertaking statistical investigations, and communicating results.

An individual performing these tasks works independently and uses support from a range of established resources.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at level 4 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Extract and interpret</td>
<td>1.1 Identify workplace issue requiring investigation and describe</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>statistical data</td>
<td>specifications and sources of data collection, including being aware of audience of data and purpose of collection</td>
</tr>
<tr>
<td></td>
<td>1.2 Extract relevant statistical data from spreadsheets or other sources of raw workplace data required to support analysis</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify and interpret key features of complex graphs and charts</td>
</tr>
<tr>
<td>2. Undertake statistical investigation using discrete data</td>
<td>2.1 Select mathematical and problem solving strategies to undertake workplace task</td>
</tr>
<tr>
<td></td>
<td>2.2 Describe an expected result of data collection, analysis and results</td>
</tr>
<tr>
<td></td>
<td>2.3 Select method to collect workplace data, and collect relevant data sample</td>
</tr>
<tr>
<td></td>
<td>2.4 Collect, order and collate data into a table or spreadsheet</td>
</tr>
<tr>
<td></td>
<td>2.5 Represent statistical data in appropriate graphical formats for analysis</td>
</tr>
<tr>
<td></td>
<td>2.6 Calculate simple summary statistics for collected data and interpret data and summaries, and finalise results</td>
</tr>
<tr>
<td></td>
<td>2.7 Check and reflect on data interpretation and outcomes and appropriateness of outcome to workplace task</td>
</tr>
<tr>
<td>3. Communicate information from statistical investigation</td>
<td>3.1 Use formal, informal and some specialised written mathematical representation to document, interpret and communicate statistical processes, results and implications</td>
</tr>
<tr>
<td></td>
<td>3.2 Use formal, informal and some specialised mathematical language to discuss and explain statistical processes, results and implications</td>
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</tbody>
</table>

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
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<tbody>
<tr>
<td>Technology</td>
<td>• Uses a scientific calculator to calculate summary statistics and a spreadsheet to display data</td>
</tr>
</tbody>
</table>
Mapping Information

Supersedes and is equivalent to FSKNUM27 Collect, organise and interpret statistical data for work.

Links

Assessment Requirements for FSKNUM027 Collect, organise and interpret statistical data for work

Modification History

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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- extract and interpret statistical information from a complex table and spreadsheet and routine graph and chart embedded in workplace texts and tasks
- perform a multi-step mathematical problem solving process with statistical data, including:
  - collecting, representing, summarising and interpreting statistical data to meet a workplace purpose
  - illustrating data using workplace appropriate methods
  - calculating summary statistics and interpreting results, including:
    - measures of central tendency (mean, median and mode)
    - simple measures of spread (range).

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- types of statistical information
- common workplace issues that can be investigated through data collection
- purpose and application of data analysis to workplace tasks
- range of data collection methods
- difference between discrete and continuous data
- types, features and uses of different graphs
- strategies to effectively illustrate data
- measures of central tendency (mean, median and mode)
- simple measures of spread (e.g., range)
• purpose and use of relevant technology such as scientific or CAS calculator, spreadsheets or graphing software
• estimation and assessment processes
• implications of calculations and results for workplace tasks.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Assistive technologies can be utilised to assist with oral and written communication.

Skills must be demonstrated independently using complex texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:
• a scientific calculator
• data utilised in the performance evidence
• own familiar support resources.

Assessors must:
• satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
• have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
• have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
• have completed the following or equivalent:
  • TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
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Links

FSKNUM028 Use routine formulas and algebraic expressions for work

Modification History

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</table>

Application

This unit describes the skills and knowledge to develop, interpret and use routine formulae and algebra expressions and conventions in the workplace and to represent and communicate about such algebraic information.

An individual performing these tasks works independently and uses support from a range of established resources.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at level 4 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Extract and interpret routine formulae and</td>
<td>1.1 Identify and interpret mathematical information measures, quantities and/or variables to be calculated and evaluated that require</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>algebraic expressions</td>
<td>the use of a formula or some algebraic analysis</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify and extract the relevant routine formulae and algebraic representations and conventions required to apply to workplace tasks and texts</td>
</tr>
<tr>
<td>2. Apply routine formulae and algebraic representations</td>
<td>2.1 Select and use a range of algebraic and problem solving strategies to undertake workplace task</td>
</tr>
<tr>
<td></td>
<td>2.2 Estimate outcome of calculations related to the application of the routine formulae or algebraic representations to the workplace task</td>
</tr>
<tr>
<td></td>
<td>2.3 Represent algebraic expressions in an appropriate workplace form, including operating on and simplifying algebraic expressions and equations as required</td>
</tr>
<tr>
<td></td>
<td>2.4 Substitute values into simple routine algebraic expressions, formulae or equations to solve workplace problems</td>
</tr>
<tr>
<td></td>
<td>2.5 Check and reflect on mathematics used, outcomes, and workplace and real-world implications</td>
</tr>
<tr>
<td>3. Communicate information from algebraic analysis</td>
<td>3.1 Use formal, informal and some specialised written mathematical representation to document, interpret and communicate workplace algebraic processes, results and implications</td>
</tr>
<tr>
<td></td>
<td>3.2 Use formal, informal and some specialised mathematical language to discuss and explain workplace algebraic processes, results and implications</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Mapping Information**

Supersedes and is equivalent to FSKNUM28 Use routine formulas and algebraic expressions for work.
Links

Assessment Requirements for FSKNUM028 Use routine formulas and algebraic expressions for work

Modification History

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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- extract and interpret information relating to routine formulae and algebraic expressions and conventions embedded in a workplace text or task
- perform multi-step mathematical problem solving processes with routine formulas and algebra to complete a complex workplace task, including:
  - developing simple algebraic expressions or formulas that describe patterns or real life situations
  - performing operations on and simplifying algebraic expressions
  - calculating using routine formulas relevant to workplace.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- common workplace issues that can be investigated through the use algebraic expressions and formulae
- formal and symbolic notation, representation and conventions of algebraic expressions and formulae
- purpose and application of algebraic expressions and formulae to workplace tasks
- simple algebraic expressions and equations
- methods to simplify expressions
- routine formulas relevant to workplace
- purpose and use of relevant technology such as scientific or CAS calculator, spreadsheets or graphing software
- estimation and evaluation processes
- implications of calculations and results for workplace tasks
- specialised, formal and informal mathematical written and oral language and symbolism relevant to algebra and formulas.
Assessment Requirements for FSKNUM028 Use routine formulas and algebraic expressions for work

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Assistive technologies can be utilised to assist with oral and written communication.

Skills must be demonstrated independently using complex texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- a scientific calculator
- own familiar support resources.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKNUM029 Use introductory graphical techniques for work

Modification History

<table>
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</table>

Application

This unit describes the skills and knowledge to use Cartesian coordinates to graph straight lines and to use straight line graphs in practical workplace situations. It includes extracting and interpreting information relevant to linear relationships, using linear equations and graphs, and communicating information.

An individual performing these tasks works independently and uses support from a range of established resources.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at level 4 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
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<td>1. Extract and interpret information relevant to</td>
<td>1.1 Identify and interpret mathematical information and measures, quantities and/or variables to be analysed and evaluated using linear</td>
</tr>
<tr>
<td>Element</td>
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<tr>
<td>linear relationships in the workplace</td>
<td>1.2 Identify the appropriate techniques to interpret mathematical information relevant to undertake linear relationships embedded in workplace tasks and texts to complete workplace task</td>
</tr>
<tr>
<td>2. Use linear equations and their graphs</td>
<td>2.1 Select and use a range of algebraic, graphical and problem solving strategies to undertake workplace task</td>
</tr>
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<td></td>
<td>2.2 Estimate outcome of the analysis related to the application of the routine linear graphical analysis to the workplace task</td>
</tr>
<tr>
<td></td>
<td>2.3 Identify and model simple workplace situations involving linear relationships by drawing Cartesian coordinate graphs</td>
</tr>
<tr>
<td></td>
<td>2.4 Solve and interpret simple linear equations graphically</td>
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<tr>
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<td>2.5 Check and reflect on mathematics used, outcomes, and workplace and real-world implications</td>
</tr>
<tr>
<td>3. Communicate information from graphical analysis</td>
<td>3.1 Use formal, informal and some specialised written mathematical representation to document, interpret and communicate workplace graphical processes, results and implications</td>
</tr>
<tr>
<td></td>
<td>3.2 Use formal, informal and some specialised mathematical language to discuss and explain workplace graphical processes, results and implications</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Mapping Information**

Supersedes and is equivalent to FSKNUM29 Use introductory graphical techniques for work.

**Links**

Assessment Requirements for FSKNUM029 Use introductory graphical techniques for work

Modification History

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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- perform multi-step mathematical problem solving processes involving linear relationships to complete a complex workplace task, including:
  - identifying applications and variable that can be analysed using linear relationships in the workplace and
  - collecting data and modelling via graphing the situations and variables with the use of linear equations
  - analysing and interpreting the resulting graphical analysis, relationships and outcomes
  - making estimations to check problem solving outcomes and determine appropriate accuracy required for task
  - evaluating mathematic processes used and outcomes obtained, and evaluating implications for workplace task
  - use of relevant technology, applications or computer software.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- common workplace issues that can be investigated through the use of linear graphical analysis
- informal and formal symbolic notation, representation and conventions of Cartesian graphs (origin, axes, coordinates)
- purpose and application of algebraic expressions and formulae to workplace tasks
- common linear relationships relevant to workplace
- purpose and use of relevant technology, such as scientific or CAS calculator, spreadsheets or graphing software
- estimation and evaluation processes
• implications of calculations and results for workplace tasks
• specialised, formal and informal mathematical written and oral language and symbolism.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Assistive technologies can be utilised to assist with oral and written communication.

Skills must be demonstrated independently using complex texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:

• a scientific calculator, computer software or paper Cartesian plane
• data utilised in the performance evidence
• own familiar support resources.

Assessors must:

• satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
• have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
• have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
• have completed the following or equivalent:
  • TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  • a higher level education qualification, such as:
    • TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    • Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKNUM030 Use common functions of a scientific calculator for work

Modification History

<table>
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</table>

Application

This unit describes the skills and knowledge to use the routine functions of a scientific calculator to undertake mathematical calculations for workplace tasks. Mathematical calculations include working with a range of rational numbers, including positive and negative numbers, and powers and roots, rates and ratios.

An individual performing these tasks works independently and uses support from a range of established resources.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at level 4 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Extract and interpret</td>
<td>1.1 Identify mathematical problem in workplace task requiring</td>
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<tr>
<td>Element</td>
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</tbody>
</table>
| mathematical information relevant to workplace calculations | solution with a scientific calculator  
1.2 Extract and interpret a range of mathematical information relevant to calculations embedded in workplace tasks and texts  
1.3 Identify required function keys on scientific calculator necessary to solve mathematical calculation |
| 2. Solve mathematical calculations with a scientific calculator | 2.1 Select and use a range of mathematical problem solving strategies to undertake workplace task  
2.2 Estimate outcome of calculations to complete workplace task  
2.3 Perform a range of multistep calculations using a number of different function keys on a scientific calculator to complete workplace task  
2.4 Check and reflect on mathematical problem solving processes and outcomes in relation to initial estimates and the workplace context |
| 3. Communicate calculation information | 3.1 Use formal, informal and some specialised mathematical representation to document and communicate workplace calculation processes, results and implications  
3.2 Use formal, informal and some specialised mathematical language to discuss and explain workplace calculation processes, results and implications |

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Mapping Information**

Supersedes and is equivalent to FSKNUM30 Use common functions of a scientific calculator for work.
Links

Companion Volume Implementation Guide is found on VETNet -
Assessment Requirements for FSKNUM030 Use common functions of a scientific calculator for work

Modification History

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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- use each of the following functions on a scientific calculator:
  - four standard arithmetical operations
  - memory functions
  - square root
  - power function
- perform a range of multi-step workplace calculations, to complete a workplace task, including:
  - using rational numbers, including positive and negative numbers, and powers and roots
  - making estimations to check problem solving outcomes and determine appropriate accuracy required for task
  - evaluating mathematic processes used and outcomes obtained, and evaluating implications for workplace task.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- problem solving processes to solve workplace problems requiring calculations with a scientific calculator
- order of operations and use of brackets/parentheses for mathematical calculations
- purpose and use of a range of function keys on a scientific calculator required to complete the required calculations
- estimation and evaluation processes and implications of calculations and results for workplace tasks
• specialised, formal and informal mathematical written and oral language and symbolism relevant to workplace calculations.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Assistive technologies can be utilised to assist with oral and written communication.

Skills must be demonstrated using complex texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:

• a scientific calculator
• data utilised in the performance evidence
• own familiar support resources.

Assessors must:

• satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
• have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
• have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
• have completed the following or equivalent:
  • TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  • a higher level education qualification, such as:
    • TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    • Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKNUM031 Apply specialised mathematical calculations for work

Modification History

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</table>

Application

This unit describes the skills and knowledge to extract and analyse a range of complex mathematical information and complete specialised mathematical calculations and processes in workplace tasks. This includes extracting and analysing complex workplace mathematical information, using rational and relevant irrational numbers, and performing calculations from specialist areas of mathematics applicable to the workplace, and communicating workplace mathematical information.

An individual performing these tasks works autonomously and accesses and evaluates support from a broad range of sources as needed.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at level 5 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Extract and analyse complex workplace mathematical information | 1.1 Extract highly embedded specialised mathematical information from a range of complex workplace texts and tasks  
1.2 Analyse and synthesise specialised mathematical information needed to complete workplace task  
1.3 Incorporate information from other sources to inform and support analysis of the extracted information, where necessary |
| 2. Use highly developed mathematical problem solving processes | 2.1 Select method of solution from an expanded range of highly developed, specialised mathematical problem solving strategies and processes to complete workplace task  
2.2 Estimate outcome of calculations related to using specialised mathematical problem solving strategies and processes to complete workplace task  
2.3 Use specialised mathematical problem solving strategies and processes to perform workplace task  
2.4 Check and reflect on mathematical problem solving processes and outcomes in relation to initial estimates and the workplace context |
| 3. Communicate workplace mathematical information | 3.1 Use formal, specialised and general mathematical representation to document and communicate mathematical thinking, problem solving process, outcomes and implications  
3.2 Use specialised and general mathematical language to discuss, explain and interpret the processes, results and implications |

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
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<tbody>
<tr>
<td>Technology</td>
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</table>
- Uses a scientific calculator |
Mapping Information

Supersedes and is equivalent to FSKNUM31 Apply a wide range of mathematical calculations for work.

Links

Assessment Requirements for FSKNUM031 Apply specialised mathematical calculations for work

Modification History

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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- perform a broad range of multi-step mathematical problem solving processes with rational and irrational numbers to complete a sophisticated workplace task, including at least two of the following:
  - apply and transpose relevant formulas
  - use and apply laws of indices and powers
  - manipulate and simplify rational and irrational numbers
  - perform applications or calculations from a specialist area of mathematics
- make estimations to check problem solving outcomes and determine appropriate accuracy required for above task
- critically review mathematical processes and outcomes obtained during the above, evaluating real-world implications.

In the course of the above the candidate must demonstrate use of relevant technology such as CAS calculator, spreadsheets or other mathematical or workplace software

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- at least two of the following:
  - use and application of rational and irrational numbers
  - purpose of indices and powers and application of index laws
  - use, application and interpretation of relevant complex formulas and their transposition
  - use, application and interpretation of relevant calculations from a specialist area of mathematics
  - problem solving techniques to analyse results
• purpose, function and use of relevant technology such as CAS calculator, spreadsheets or other mathematical or workplace software
• implications of calculations and results for workplace tasks
• specialised and formal mathematical language and symbolism relevant to workplace task
• specialised mathematical oral language relevant to workplace task.

Assessment Conditions
Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Assistive technologies can be utilised to assist with oral and written communication.

Skills must be demonstrated independently, using highly complex texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:
• a calculator
• own familiar support resources.

Assessors must:
• satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
• have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
• have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
• have completed the following or equivalent:
  • TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  • a higher level education qualification, such as:
    • TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    • Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links
FSKNUM032 Use and calculate with complex measurements for work

Modification History

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Application

This unit describes the skills and knowledge to use and calculate with complex measurements. This includes extracting and analysing highly complex workplace measurement information, completing workplace measurement tasks with a range of highly developed mathematical and problem solving strategies and techniques, and communicating workplace mathematical information.

An individual performing these tasks works autonomously and accesses and evaluates support from a broad range of sources as needed.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at level 5 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

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</tbody>
</table>
| 1. Extract and analyse workplace measurement information               | 1.1 Extract highly embedded specialised measurement information from a range of complex workplace texts and tasks  
1.2 Analyse and synthesise complex measurement information required to complete workplace task  
1.3 Incorporate information from other sources to inform and support analysis of the extracted information, where necessary |
| 2. Undertake mathematical processes using measurement                   | 2.1 Select method of solution from an expanded range of highly developed mathematical problem solving strategies and processes to complete workplace measurement task  
2.2 Estimate measurements and outcomes to complete workplace tasks  
2.3 Select and use relevant measurement equipment to take accurate workplace measurements against specified tolerances where required  
2.4 Calculate with measurements to complete complex workplace tasks, including conversions of metric units and with imperial units where required  
2.5 Check outcomes and critically review mathematics used and implications of results using developed estimation and evaluation techniques |
| 3. Communicate workplace measurement information                        | 3.1 Use formal and specialised written mathematical representation and symbolism to document, interpret and communicate workplace measurement processes, results and implications  
3.2 Use specialised mathematical and general language to discuss, explain and interpret the workplace measurement processes, results and implications |

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
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<tr>
<td>Technology</td>
<td>• Uses a scientific calculator</td>
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Mapping Information

Supersedes and is equivalent to FSKNUM32 Use and calculate with complex measurements for work.

Links

Assessment Requirements for FSKNUM032 Use and calculate with complex measurements for work

Modification History

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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- extract and analyse measurement information and units of measurement highly embedded in a complex workplace text or task related to each of the following:
  - complex areas
  - complex volumes
  - measurement formulae
- perform a broad range of complex measurements to complete a workplace task, including:
  - identifying, selecting and using relevant measurement tools and equipment appropriate to the workplace task
  - estimating the expected outcome prior to undertaking measurement and calculation
  - performing calculations with measurements, including:
    - calculating surface areas of complex shapes with measurement formulae
    - calculating volumes of complex shapes with measurement formulae
    - converting between a range of metric units and, where relevant, non-metric units.

In the course of the above the candidate must demonstrate use of relevant technology, such as CAS calculator, spreadsheets or other mathematical or workplace software.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- purpose of workplace measurement relevant to meeting workplace objectives
- purpose, function, selection, set up and safe use of routine measurement tools and equipment
- methods to estimate, measure and calculate measurements
Assessment Requirements for FSKNUM032 Use and calculate with complex measurements for work

- properties of a broad range of complex shapes
- purpose and application of relevant area and volume formulas
- purpose and use of relevant technology and workplace software
- developed estimation and evaluation processes
- implications of calculations and results for workplace tasks
- specialised and formal mathematical written language and symbolism relevant to workplace task
- specialised mathematical oral language relevant to workplace task.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Assistive technologies can be utilised to assist with oral and written communication.

Skills must be demonstrated using highly complex texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- a calculator
- measuring equipment relevant to workplace
- own familiar support resources.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
- have completed the following or equivalent:
  - TAE000009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKNUM033 Collect, organise and analyse complex statistical data for work

Modification History

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Application

This unit describes the skills and knowledge required to collect and organise data, present the data graphically (including grouped data), calculate measures of central tendency and spread, and analyse the results to draw conclusions. It includes extracting and analysing highly complex statistical information, undertaking workplace statistical investigations, and communicating statistical information.

An individual performing these tasks works autonomously and accesses and evaluates support from a broad range of sources as needed.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators 09, 10 and 11 at level 5 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

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</tr>
<tr>
<td>1. Extract and interpret complex statistical data and information</td>
<td>1.1 Identify workplace issue requiring investigation and describe specifications and sources of data collection for workplace task, including being aware of audience of data and purpose of collection 1.2 Extract relevant complex statistical data and information from spreadsheets or other sources of raw workplace data required to support analysis 1.3 Analyse and interpret key features of complex workplace graphs and charts</td>
</tr>
<tr>
<td>2. Undertake statistical investigation using highly developed problem solving processes</td>
<td>2.1 Select method of solution from an expanded range of highly developed mathematical problem solving strategies and processes to complete workplace task 2.2 Develop a hypothesis for the workplace issue being investigated 2.3 Select a method to collect workplace data and collect relevant data sample 2.4 Collect, order and collate data into a table or spreadsheet or other appropriate software 2.5 Represent statistical data in appropriate graphical formats for analysis 2.6 Calculate summary statistics 2.7 Check and reflect on mathematics used, outcomes, and workplace implications of findings using evaluation techniques</td>
</tr>
<tr>
<td>3. Communicate information from statistical investigation</td>
<td>3.1 Use formal and specialised written mathematical representation and symbolism to document, interpret and communicate statistical thinking, problem solving process, outcomes and implications 3.2 Use specialised mathematical and general language to discuss, explain and interpret the statistical processes, results and implications</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology</td>
<td>- Uses scientific calculators and spreadsheets for analysis of data</td>
</tr>
</tbody>
</table>
Mapping Information
Supersedes and is equivalent to FSKNUM33 Collect, organise and analyse statistical data for work.

Links
Assessment Requirements for FSKNUM033 Collect, organise and analyse complex statistical data for work

Modification History

<table>
<thead>
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<tbody>
<tr>
<td>Release 1</td>
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</tr>
</tbody>
</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- perform a broad range of multi-step mathematical problem solving processes with statistical data and information to complete sophisticated workplace tasks, including:
  - collecting, organising, displaying and analysing statistical data on at least one occasion to meet a workplace purpose, including:
    - using appropriate methods to collect data
    - using ungrouped and grouped data
    - calculating summary statistics, including:
      - measures of central tendency (mean, median and mode)
      - measures of spread (including standard deviation)
      - percentiles
    - representing data in appropriate graphical formats to illustrate the data and its features
  - interpreting data, including:
    - data trends
    - data validity and reliability
    - identification of any misleading information
  - using relevant technology such as CAS calculator, spreadsheets or other mathematical or workplace software
  - making estimations to check problem solving outcomes and determine appropriate accuracy required for task
  - critically reviewing mathematic processes and outcomes obtained, and evaluating real-world implications.
  -
Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- relevance of data to the workplace
- data collection methods and types of data relevant to workplace
- types, features and uses of a range of graphs and statistical representations
- differences between grouped and ungrouped data
- measures of central tendency (mean, median and mode)
- measures of spread including standard deviation
- purpose and use of relevant technology such as CAS calculator, spreadsheets or other mathematical or workplace software
- developed estimation and assessment processes
- implications of calculations and results for workplace tasks
- specialised and formal mathematical written language and symbolism required to document, interpret and communicate statistical analysis relevant to workplace task
- specialised mathematical oral language relevant to workplace task.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Assistive technologies can be utilised to assist with oral and written communication.

Skills must be demonstrated independently using highly complex texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- a scientific calculator
- data utilised in the performance evidence
- own familiar support resources.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
- Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

**Links**

FSKNUM034 Use and apply concepts of probability for work

Modification History

<table>
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</tr>
</tbody>
</table>

Application

This unit describes the skills and knowledge to calculate and interpret probability events and the outcomes associated with numerical and qualitative data. It includes extracting and analysing information relevant to probability events, calculating complex probabilities, and communicating probability information.

An individual performing these tasks works autonomously and accesses and evaluates support from a broad range of sources as needed.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at level 5 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

<table>
<thead>
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<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Extract and analyse information relevant to probability</td>
<td>1.1 Extract highly embedded mathematical information related to probability from a broad range of complex workplace texts and tasks</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>probability</td>
<td>1.2 Analyse and synthesise information related to probability required to complete workplace task</td>
</tr>
<tr>
<td></td>
<td>1.3 Incorporate information from other sources to inform and support analysis of the extracted information, where necessary</td>
</tr>
<tr>
<td>2. Calculate complex probabilities for workplace tasks</td>
<td>2.1 Select method of solution from an expanded range of highly developed mathematical problem solving strategies and processes to complete workplace task</td>
</tr>
<tr>
<td></td>
<td>2.2 Identify workplace task/event requiring probability calculation and estimate probability</td>
</tr>
<tr>
<td></td>
<td>2.3 Conduct experiments and display results</td>
</tr>
<tr>
<td></td>
<td>2.4 Calculate experimental probabilities of single events and simple multiple events</td>
</tr>
<tr>
<td></td>
<td>2.5 Calculate theoretical probabilities of single events and simple multiple events</td>
</tr>
<tr>
<td></td>
<td>2.6 Check and reflect on mathematics used, outcomes, and workplace implications of findings using evaluation techniques</td>
</tr>
<tr>
<td>3. Communicate probability</td>
<td>3.1 Use formal and specialised written mathematical representation and symbolism to document, interpret and communicate mathematical thinking, problem solving process, outcomes and implications</td>
</tr>
<tr>
<td></td>
<td>3.2 Use specialised mathematical and general language to discuss, explain and interpret the mathematical processes, results and implications</td>
</tr>
</tbody>
</table>

**Foundation Skills**

This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Mapping Information**

Supersedes and is equivalent to FSKNUM34 Use and apply concepts of probability for work.
Links

Companion Volume Implementation Guide is found on VETNet -
Assessment Requirements for FSKNUM034 Use and apply concepts of probability for work

Modification History

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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- perform a broad range of multi-step mathematical problem solving processes to apply knowledge of probability to a relevant workplace task, including:
  - conducting experiments and evaluating experimental probability of events
  - displaying results of experiments in tables or diagrams
  - calculating theoretical probabilities
  - analysing the difference between theoretical and experimental probabilities associated with workplace problems
  - making estimations to check problem solving outcomes and determine appropriate accuracy required for task
  - critically reviewing mathematical processes and outcomes obtained, and evaluate real-world implications.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- concepts and terminology of probability and chance
- common workplace events involving chance
- methods to conduct experiments
- range of probability values
- use of theoretical and experimental probabilities
- mutually exclusive events
- techniques to display results such as tree diagrams
- purpose and use of relevant technology such as CAS calculator, spreadsheets or other mathematical or workplace software
• developed estimation and evaluation processes and implications of calculations and results for workplace tasks
• specialised and formal mathematical written language and symbolism relevant to workplace task
• specialised mathematical oral language relevant to workplace task.

Assessment Conditions
Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.
Assistive technologies can be utilised to assist with oral and written communication.
Skills must be demonstrated independently using highly complex texts and tasks that reflect those typically found in a workplace.
The following resources are to be made available:
• a calculator
• own familiar support resources.
Assessors must:
• satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
• have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
• have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
• have completed the following or equivalent:
  • TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  • a higher level education qualification, such as:
    • TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    • Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links
FSKNUM035 Use algebraic and graphical techniques to analyse mathematical problems for work

Modification History

<table>
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</table>

Application

This unit describes the skills and knowledge to use a range of algebraic and graphical techniques to analyse and solve mathematical problems. It includes extracting and analysing mathematical information, analysing and solving equations, and communicating the mathematical information.

An individual performing these tasks works autonomously and accesses and evaluates support from a broad range of sources as needed.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, at the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at level 5 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

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<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Extract and analyse</td>
<td>1.1 Extract highly embedded algebraic and mathematical information</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
</tbody>
</table>
| mathematical information | from a broad range of highly complex workplace texts and tasks  
1.2 Analyse algebraic and mathematical information required to complete workplace task  
1.3 Incorporate information from other sources to inform and support analysis of the extracted information, where necessary |
| 2. Analyse and solve equations for workplace tasks | 2.1 Select method of solution from an expanded range of highly developed mathematical problem solving strategies and processes to complete workplace task  
2.2 Estimate outcome of analysis related to using specialised mathematical problem solving strategies and processes to complete workplace task  
2.3 Solve workplace problems using graphical methods to find solutions to linear and non-linear equations  
2.4 Solve workplace problems using algebraic processes to find solutions to linear and non-linear equations  
2.5 Check outcomes and critically review mathematics used and real-world implications of results using developed estimation and evaluation techniques |
| 3. Communicate mathematical information | 3.1 Use formal and specialised written mathematical representation and symbolism to document, interpret and communicate mathematical thinking, problem solving process, outcomes and implications  
3.2 Use specialised mathematical and general language to discuss, explain and interpret the mathematical processes, results and implications |

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.
Mapping Information

Supersedes and is equivalent to FSKNUM35 Use algebraic and graphical techniques to analyse mathematical problems for work.

Links

Assessment Requirements for FSKNUM035 Use algebraic and graphical techniques to analyse mathematical problems for work

Modification History

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</tbody>
</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- perform a broad range of multi-step mathematical problem solving processes using algebraic and graphical techniques to complete a workplace task, including at least two of the following:
  - solving linear equations using algebraic processes and graphical techniques
  - solving quadratic equations using the quadratic formula and factorising methods
  - solving simultaneous equations using algebraic and graphical solutions
- make estimations to check problem solving outcomes and determine appropriate accuracy required for above workplace task
- critically review above mathematical processes and outcomes obtained, and evaluate real-world implications.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- range of methods to expand and factorise algebraic expressions and solve equations, including the application of the quadratic formula
- techniques to draw Cartesian graphs of relevant linear and non-linear equations
- key features of linear and non-linear equations and their graphs including the role of variables and constants
- real-life situations represented by parabolas, hyperbolas and exponential graphs
- real-life situations represented by relevant simultaneous equations
- purpose and use of relevant technology such as CAS calculator, spreadsheets or other mathematical or workplace software
- developed estimation and assessment processes
- implications of calculations and results for workplace tasks
- specialised and formal mathematical written language and symbolism relevant to workplace task.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Assistive technologies can be utilised to assist with oral and written communication.

Skills must be demonstrated independently using highly complex texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:
- a scientific calculator or graphing software
- own familiar support resources.

Assessors must:
- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKNUM036 Use trigonometry for work

Modification History

<table>
<thead>
<tr>
<th>Release</th>
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<tbody>
<tr>
<td>Release 1</td>
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</tr>
</tbody>
</table>

Application

This unit describes the skills and knowledge to apply and use trigonometric ratios (sine, cosine and tangent), the Sine Rule and Cosine Rule and the area of triangle formula for practical workplace tasks. It includes extracting and analysing information relevant to trigonometry, undertaking trigonometry in the workplace, and communicating the mathematical information.

An individual performing these tasks works autonomously and accesses and evaluates support from a broad range of sources as needed.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at level 5 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Extract and analyse</td>
<td>1.1 Extract highly embedded mathematical information relevant to</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| information relevant to trigonometry                                  | trigonometry from a broad range of highly complex workplace texts and tasks  
1.2 Incorporate information from other sources to inform and support analysis of the extracted information, where necessary  
1.3 Analyse and synthesise trigonometry information required to complete workplace task  |
| 2. Apply trigonometry to complete work related calculations             | 2.1 Select method of solution from an expanded range of highly developed mathematical problem solving strategies and processes to complete workplace task involving triangles  
2.2 Estimate outcome of trigonometric analysis related to using specialised mathematical problem solving strategies and processes to complete workplace task  
2.3 Use trigonometric ratios to calculate lengths of sides and angles of right angled triangles related to practical workplace tasks  
2.4 Undertake trigonometric calculations related to non-right angled triangles  
2.5 Check outcomes and critically review mathematics used and real-world implications of results using developed estimation and evaluation techniques  |
| 3. Communicate results                                                 | 3.1 Use formal and specialised written mathematical representation and symbolism to document, interpret and communicate mathematical thinking, problem solving process, outcomes and implications  
3.2 Use specialised mathematical and general language to discuss, explain and interpret the mathematical processes, results and implications  |

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Technology</td>
<td>• Uses a scientific calculator</td>
</tr>
</tbody>
</table>
Mapping Information

Supersedes and is equivalent to FSKNUM36 Use trigonometry for work.

Links

Assessment Requirements for FSKNUM036 Use trigonometry for work

Modification History

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</tbody>
</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- perform a broad range of multi-step mathematical problem solving processes using trigonometry to complete a workplace task, including:
  - calculating side lengths and angle sizes in right-angled triangles
  - using the Sine Rule and Cosine Rule to calculate unknown sides and angles of triangles
  - calculating the area of a triangle using relevant formula
- make estimations to check problem solving outcomes and determine appropriate accuracy required for above workplace task
- critically review above mathematical processes and outcomes obtained, and evaluate real-world implications.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- application of and names and properties of different triangles in workplace contexts
- application of trigonometry in workplace contexts
- use and application of trigonometric ratios, including sine, cosine and tangent
- use and application of relevant trigonometric formulas
- purpose and use of relevant technology, such as CAS calculator, spreadsheets or other mathematical or workplace software
- developed estimation and evaluation processes
- implications of calculations and results for workplace tasks
- specialised and formal mathematical written language and symbolism relevant to workplace task.
Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Assistive technologies can be utilised to assist with oral and written communication.

Skills must be demonstrated using highly complex texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- a scientific calculator or graphing software
- own familiar support resources.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
- have completed the following or equivalent:
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  - a higher level education qualification, such as:
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Links

FSKNUM037 Use introductory matrices for work

Modification History

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</table>

Application

This unit describes the skills and knowledge to use basic matrix calculations in workplace contexts, including practical workplace problems. It includes extracting and analysing information, undertaking mathematical processes with matrices, and communicating the mathematical information.

An individual performing these tasks works autonomously and accesses and evaluates support from a broad range of sources as needed.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at level 5 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Extract and analyse mathematical information</td>
<td>1.1 Extract highly embedded mathematical information related to matrices from a broad range of highly complex workplace texts and</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
</tr>
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</tbody>
</table>
| tasks                                       | 1.2 Incorporate information from other sources to inform and support analysis of the extracted information, where necessary  
1.3 Analyse information in matrices to complete workplace task                                                                                                                                                                                                                      |
| 2. Undertake mathematical processes using matrices for workplace tasks | 2.1 Select method of solution from an expanded range of highly developed mathematical problem solving strategies and processes to complete workplace task  
2.2 Estimate outcome of analysis related to using specialised mathematical problem solving strategies and matrix calculations to complete workplace task  
2.3 Perform matrix calculations relevant to workplace tasks  
2.4 Check outcomes and critically review mathematics used and real-world implications of results using developed estimation and evaluation techniques |
| 3. Communicate information                  | 3.1 Use formal and specialised written mathematical representation and symbolism to document, interpret and communicate mathematical thinking, problem solving process, outcomes and implications  
3.2 Use specialised mathematical and general language to discuss, explain and interpret the mathematical processes, results and implications |

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Mapping Information**

Supersedes and is equivalent to FSKNUM37 Use introductory matrices for work.
Links

Assessment Requirements for FSKNUM037 Use introductory matrices for work

Modification History

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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- perform a broad range of multi-step mathematical problem solving processes with matrices to complete a workplace task, including:
  - constructing relevant matrices and performing matrix calculations
  - evaluating the determinant for square matrices
  - calculating the inverse of a matrix
  - using matrices to solve systems of equations
  - solving simultaneous equations using matrices
  - make estimations to check problem solving outcomes and determine appropriate accuracy required for above workplace task
  - critically review above mathematical processes and outcomes obtained, and evaluate real-world implications.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- common types of matrices and use of matrices in workplace tasks
- features of matrices
- matrix calculations relevant to the workplace
- implications of calculations and results for workplace tasks
- developed estimation and evaluation processes
- specialised and formal mathematical language and symbolism relevant to workplace task.
Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Assistive technologies can be utilised to assist with oral and written communication.

Skills must be demonstrated independently using highly complex texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- a scientific calculator
- own familiar support resources.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKNUM039 Use introductory calculus for work

Modification History

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<td>Release 1</td>
<td>This version first released with FSK Foundation Skills Training Package Version 2.0.</td>
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</table>

Application

This unit describes the skills and knowledge to apply basic vectors to work-related problems. It includes extracting and analysing mathematical information relevant to vectors, applying vector techniques to the solution of workplace problems, and communicating the mathematical information.

An individual performing these tasks works autonomously and accesses and evaluates support from a broad range of sources as needed.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at level 5 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

<table>
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<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Extract and analyse mathematical information</td>
<td>1.1 Extract highly embedded mathematical information related to vectors from a broad range of highly complex workplace texts and</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>---------</td>
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</tr>
</tbody>
</table>
| relevant to vectors | tasks  
1.2 Incorporate information from other sources to inform and support analysis of the extracted information, where necessary  
1.3 Analyse mathematical information related to vectors required to complete workplace task |
| 2. Apply the techniques of vectors to the solution of problems in two dimensions for workplace tasks | 2.1 Select method of solution from an expanded range of highly developed mathematical problem solving strategies and processes to complete workplace task  
2.2 Estimate outcome of analysis related to using specialised mathematical problem solving strategies and vector calculations to complete workplace task  
2.3 Perform basic vector calculations relevant to workplace  
2.4 Apply graphical techniques to solve simple vector problems in the workplace  
2.5 Check outcomes and critically review mathematics used and real-world implications of results using developed estimation and evaluation techniques |
| 3. Communicate information | 3.1 Use formal and specialised written mathematical representation and symbolism to document, interpret and communicate mathematical thinking, problem solving process, outcomes and implications  
3.2 Use specialised mathematical and general language to discuss, explain and interpret the mathematical processes, results and implications |

**Foundation Skills**

This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Mapping Information**

Supersedes and is equivalent to FSKNUM38 Use introductory vectors for work.
Links

Companion Volume Implementation Guide is found on VETNet -
Assessment Requirements for FSKNUM038 Use introductory vectors

Modification History

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</tbody>
</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- perform problem solving processes with basic vectors to complete a workplace task, including:
  - manipulating vectors, including:
    - expressing two dimensional vectors in different forms
    - converting vectors between polar and rectangular form
  - performing mathematical operations on vectors
  - solving simple vector problems using graphical techniques
- make estimations to check problem solving outcomes and determine appropriate accuracy required for above workplace task
- critically review above mathematical processes and outcomes obtained, and evaluate real-world implications.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- relevance and use of vectors in the workplace
- features of vectors
- different vector forms
- basic vector calculations
- graphical techniques appropriate to solve vector problems
- implications of calculations and results for workplace tasks
- developed estimation and evaluation processes
- specialised and formal mathematical language and symbolism relevant to workplace task.
Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Assistive technologies can be utilised to assist with oral and written communication. Skills must be demonstrated using highly complex texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:
- a scientific calculator
- own familiar support resources.

Assessors must:
- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKNUM039 Use introductory calculus for work

Modification History

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</table>

Application

This unit describes the skills and knowledge to apply basic concepts of calculus to work-related problems. It includes extracting and analysing mathematical information relevant to calculus, applying calculus techniques to the solution of workplace problems, and communicating the mathematical information.

An individual performing these tasks works autonomously and accesses and evaluates support from a broad range of sources as needed.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at level 5 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

<table>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Extract and analyse information relevant to introductory calculus</td>
<td>1.1 Extract highly embedded mathematical information relevant to introductory calculus from a broad range of highly complex</td>
</tr>
</tbody>
</table>
## Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| introductory calculus | workplace texts and tasks  
1.2 Incorporate information from other sources to inform and support analysis of the extracted information, where necessary  
1.3 Analyse and synthesise information relevant to introductory calculus required to complete workplace task |

| 2. Calculate limits and find simple derivatives for workplace tasks | 2.1 Select method of solution from an expanded range of highly developed mathematical problem solving strategies and processes to complete workplace task  
2.2 Estimate outcome of analysis related to using specialised mathematical problem solving strategies and application of introductory calculus based analysis to complete workplace task  
2.3 Evaluate, solve and sketch functions relevant to workplace  
2.4 Find limits relevant to workplace  
2.5 Differentiate simple polynomial functions and use correct notation  
2.6 Check outcomes and critically review mathematics used and real-world implications of results using developed estimation and evaluation techniques |

| 3. Communicate information | 3.1 Use formal and specialised written mathematical representation and symbolism to document, interpret and communicate mathematical thinking, problem solving process, outcomes and implications  
3.2 Use specialised mathematical and general language to discuss, explain and interpret the mathematical processes, results and implications |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
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<tbody>
<tr>
<td>Technology</td>
<td>• Uses a scientific calculator and/or graphing software</td>
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</table>
Mapping Information

Supersedes and is equivalent to FSKNUM39 Use introductory calculus for work.

Links

Assessment Requirements for FSKNUM039 Use introductory calculus for work

Modification History

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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- perform a broad range of multi-step mathematical problem solving processes using introductory calculus to complete a workplace task, including:
  - sketching graphs of linear and quadratic functions and solving equations of the form $f(x) = 0$
  - applying and calculating limits
  - applying and calculating the derivative of polynomial functions
  - interpreting the gradient at a given point on the graph of a polynomial function
- make estimations to check problem solving outcomes and determine appropriate accuracy required for above workplace task
- critically review mathematical processes and outcomes obtained, and evaluate real-world implications.

In the course of the above the candidate must demonstrate use and application of relevant technology.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- purpose and application of basic calculus to workplace contexts
- key features of, and differences between numbers, functions and relations and their properties
- key features of linear and quadratic functions
- purpose, application and calculation of the derivative of polynomial functions
- problem solving techniques to analyse results
• purpose and use of relevant technology, such as a CAS calculator, spreadsheets or other mathematical or workplace software
• implications of calculations and results for workplace tasks
• developed estimation and evaluation processes
• specialised and formal mathematical language and symbolism relevant to workplace task.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Assistive technologies can be utilised to assist with oral and written communication.

Skills must be demonstrated independently using highly complex texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:
• a scientific calculator or graphing software
• own familiar support resources.

Assessors must:
• satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
• have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
• have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
• have completed the following or equivalent:
  • TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  • a higher level education qualification, such as:
    • TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    • Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKNUM040 Identify and interpret common chance events for work

Modification History

<table>
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</table>

Application

This unit describes the skills and knowledge to describe, compare and interpret the likelihood of everyday chance events using qualitative terms and relating these to everyday, routine fractions, decimals and percentages. It includes selecting and interpreting common chance information, comparing workplace chance events, and communicating workplace chance information.

An individual performing these tasks works independently and uses familiar support resources as needed.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at level 3 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements describe the essential outcomes.</th>
<th>Performance criteria describe the performance needed to demonstrate achievement of the element.</th>
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<td>Element</td>
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</tbody>
</table>
| 1. Identify and interpret common chance information | 1.1 Identify and interpret everyday chance event information partially embedded in familiar oral workplace tasks and texts  
1.2 Identify and interpret everyday chance event information partially embedded in familiar and simple written workplace tasks and texts |
| 2. Interpret and compare common chance events | 2.1 Identify everyday common workplace task/event relevant to the interpretation of chance  
2.2 Interpret the likelihood of the chance event(s) occurring using qualitative terms  
2.3 Relate qualitative terms to everyday, routine fractions, decimals and percentages  
2.4 Compare likelihood of the everyday common chance event with other similar occurrences at different times, places or under different conditions and identify implications for workplace  
2.5 Check and reflect on interpretation and comparison of chance event and appropriateness of outcome to workplace task |
| 3. Communicate chance information | 3.1 Use informal and formal written mathematical representation to document and report on chance event and problem solving process and results  
3.2 Use informal and formal mathematical language to present and discuss chance event and problem solving process and results |

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

No equivalent unit.
Links

Companion Volume Implementation Guide is found on VETNet -
Assessment Requirements for FSKNUM040 Identify and interpret common chance events for work

Modification History

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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- describe everyday common workplace chance events, including:
  - interpreting and comparing the chance of at least two different everyday chance events
  - interpreting common workplace chance events in qualitative terms using informal and some formal mathematical language
  - interpreting common workplace chance events in terms of relative everyday common fractions, decimals and percentages.

- [ ]

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- purpose and meaning of describing common workplace chance events
- common everyday events relevant to workplace involving chance (e.g., chance of rain, chance of accidents, chance of random selection of a particular item)
- meaning of common and everyday language and terminology used for describing common chance events in qualitative terms (e.g., certain, likely, impossible)
- meaning of different chance events in quantitative terms in everyday fractions, decimals and percentages and relationship to qualitative terms
- methods for using estimation and assessment skills to check and reflect on outcome and appropriateness to the workplace task
- informal and some formal mathematical written and oral language and symbolism of chance.
- [ ]
Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Assistive technologies can be utilised to assist with oral and written communication.

Skills must be demonstrated using routine texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:
- a calculator
- own familiar support resources.

Assessors must:
- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKNUM041 Use chance and probability calculations for work

Modification History

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<td>Release 1</td>
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</tbody>
</table>

Application

This unit describes the skills and knowledge to use chance and probability to estimate and interpret the outcomes of common chance events in both numerical and qualitative terms. It includes extracting and interpreting common chance information, calculating chance and probabilities for workplace tasks, and communicating chance and probability information.

An individual performing these tasks works independently and uses support from a range of established resources.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at level 4 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

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<tbody>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
<tr>
<td>1. Extract and interpret</td>
<td>1.1 Identify, interpret and extract common chance and probability</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
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<tr>
<td>----------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>common chance information</td>
<td>information embedded in a range of written workplace tasks and texts\ 1.2 Identify and interpret common chance and probability information embedded in workplace tasks and texts to complete workplace task</td>
</tr>
<tr>
<td>2. Calculate chance and probabilities for workplace tasks</td>
<td>2.1 Select mathematical and problem solving strategies to undertake workplace task\ 2.2 Identify workplace task/event for probability calculation and define events and outcomes\ 2.3 Conduct experiments and display results\ 2.4 Interpret the outcome of common chance event in numerical and qualitative terms\ 2.5 Check and reflect on mathematics used, outcomes, and workplace and real-world implications using estimation and evaluation techniques</td>
</tr>
<tr>
<td>3. Communicate chance and probability information</td>
<td>3.1 Use formal, informal and some specialised written mathematical representation to document, interpret and communicate chance and probability processes, results and implications\ 3.2 Use formal, informal and some specialised mathematical language to discuss and explain chance and probability processes, results and implications</td>
</tr>
</tbody>
</table>

**Foundation Skills**

This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

No equivalent unit.
Links

Assessment Requirements for FSKNUM041 Use chance and probability calculations for work

Modification History

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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- perform multi-step mathematical problem solving processes to investigate at least two common workplace chance events, including:
  - enumerating and evaluating the probability of at least two workplace events and interpreting in numerical and qualitative terms
  - comparing the probability of the above events and assessing and reporting implications for workplace.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- workplace events in which chance and probability data and investigation can be informative
- methods to collect data or conduct experiments
- methods to interpret chance events in both numerical and qualitative terms
- estimation and assessment processes
- implications of calculations and results for workplace tasks
- specialised, formal and informal mathematical written and oral language and symbolism relevant to chance and probability.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Assistive technologies can be utilised to assist with oral and written communication.
Skills must be demonstrated using complex texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- a calculator
- own familiar support resources.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
- have completed the following or equivalent:

  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

**Links**

FSKOCM001 Participate in highly familiar spoken exchanges

Modification History

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Application

This unit describes the skills and knowledge required to participate in highly familiar spoken exchanges, such as providing personal details, asking simple questions, following one step instructions, or requesting everyday items.

An individual performing these tasks operates alongside an expert or mentor where significant support, prompting, advice and modelling can be provided.

This unit applies to individuals who use, or are preparing to use, oral communication skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit can be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) oral communication core skill indicators .07 and .08 at pre-level 1 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Oral Communication

Elements and Performance Criteria

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<tbody>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
</tbody>
</table>
| **1. Prepare to participate in highly familiar spoken exchange** | 1.1 Identify type of spoken exchange  
1.2 Identify audience of exchange and purpose |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td>1.3</td>
<td>Identify formulaic expressions and personally relevant details required for spoken exchange</td>
</tr>
</tbody>
</table>
| 2. Engage in and review exchange | 2.1 Use oral communication strategies to participate in exchange  
2.2 Recognise and use basic non-verbal communication methods  
2.3 Seek feedback from expert or mentor to identify areas for improvement |

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**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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**Unit Mapping Information**

Supersedes and is equivalent to FSKOCM01 Participate in highly familiar spoken exchanges.

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**Links**

Assessment Requirements for FSKOCM001 Participate in highly familiar spoken exchanges

Modification History

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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- participate in at least two different highly familiar spoken exchanges.

Both exchanges must be reviewed for appropriateness to audience and purpose and participation must include speaking and listening.

Individuals competent in this unit may have laboured speech and/or show significant variations in pronunciation, emphasis and intonation.

Knowledge Evidence

During the above spoken exchange the candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- common types of highly familiar spoken exchanges
- common purposes and audiences of highly familiar spoken exchanges
- relevant oral communication strategies that support highly familiar spoken exchanges
- basic non-verbal communication techniques for highly familiar spoken exchanges.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context. Spoken exchanges must be undertaken with real individuals.

The following resources are to be made available:

- an expert or mentor to initiate and provide highly structured support and modelling to learner
- a frequently used word list for oral communication in the workplace
- list of common and formulaic phrases
- own familiar support resources
- participants for highly familiar spoken exchanges described in performance evidence.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, oral communication, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

**Links**

FSKOCM002 Engage in short and simple spoken exchanges at work

Modification History

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</table>

Application

This unit describes the skills and knowledge required to interact with others in short and simple spoken exchanges at work, which have an explicit purpose, involve a familiar context and require the use of highly familiar vocabulary. For example, following simple instructions, asking or responding to simple questions, engaging in informal exchanges with colleagues, leaving a short telephone message, or describing a routine task.

An individual performing these tasks operates alongside an expert or mentor where prompting and advice can be provided.

This unit applies to individuals who use, or are preparing to use, oral communication skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit can be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) oral communication core skill indicators .07 and .08 at level 1 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Oral Communication

Elements and Performance Criteria

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<td>Element</td>
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</tbody>
</table>
| 1. Prepare to interact in short and simple workplace spoken exchange | 1.1 Identify type of spoken workplace exchange  
1.2 Identify purpose and audience of exchange  
1.3 Identify oral communication strategies required for engagement in exchange |
| 2. Interact in spoken exchange                    | 2.1 Use oral communication strategies to engage in exchange  
2.2 Interact using basic grammar, highly familiar vocabulary and simple pronunciation appropriate to workplace  
2.3 Recognise and use simple non-verbal communication methods |
| 3. Review interaction                            | 3.1 Seek feedback on whether exchange was appropriate for audience  
3.2 Assess effectiveness of exchange in meeting identified purpose, with assistance |

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

Supersedes and is equivalent to FSKOCM02 Engage in basic spoken exchanges at work.

**Links**

Assessment Requirements for FSKOCM002 Engage in short and simple spoken exchanges at work

Modification History

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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- participate in at least two different short, simple and explicit spoken workplace exchanges.

Exchanges must be appropriate to audience and purpose and participation must include speaking and listening.

For individuals competent in this unit long pauses and numerous repetitions may be evident in spoken exchanges.

Knowledge Evidence

During the above spoken exchange the candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- common purposes and audiences of short and simple workplace exchanges
- relevant oral communication strategies that support short and simple spoken exchanges
- simple non-verbal communication techniques for short and simple spoken workplace exchanges
- highly familiar vocabulary related to self and work context
- basic grammatical structures and simple verb tenses.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context. Spoken exchanges must be undertaken with real individuals.

Skills must be demonstrated using short, simple and explicit oral exchanges that reflect those typically undertaken in a workplace.
The following resources are to be made available:

- an expert or mentor to provide prompting and advice to learner, as needed
- own familiar support resources
- participants for short and simple exchanges described in performance evidence.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, oral communication, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

**Links**

FSKOCM003 Participate in familiar spoken interactions at work

Modification History

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Application

This unit describes the skills and knowledge required to participate in a limited range of familiar spoken interactions in the workplace, such as talking with co-workers, participating in workplace meetings, giving and responding to simple instructions, receiving and passing on simple messages, making an inquiry, or reporting a problem.

An individual performing these tasks may work with an expert or mentor where support is available if requested.

This unit applies to individuals who use, or are preparing to use, oral communication skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) oral communication core skill indicators .07 and .08 at level 2 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Oral Communication

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<td>1.4 Identify oral communication strategies required for participation in interaction</td>
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<tr>
<td>2. Interact in spoken exchange</td>
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</tr>
<tr>
<td></td>
<td>2.2 Interact using simple grammar, familiar vocabulary and mostly intelligible pronunciation</td>
</tr>
<tr>
<td></td>
<td>2.3 Recognise and use appropriate non-verbal communication methods</td>
</tr>
<tr>
<td>3. Review interaction</td>
<td>3.1 Seek feedback on whether exchange was appropriate for audience and purpose</td>
</tr>
<tr>
<td></td>
<td>3.2 Reflect on performance to identify areas for improvement, with assistance</td>
</tr>
</tbody>
</table>

**Foundation Skills**

This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

Supersedes and is equivalent to FSKOCM03 Participate in simple spoken interactions at work.

**Links**

Assessment Requirements for FSKOCM003 Participate in familiar spoken interactions at work

Modification History

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Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- participate in and review performance in at least two different simple spoken workplace interactions appropriate to audience and purpose.

Participation must include speaking and listening.

Knowledge Evidence

During the above spoken exchange the candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- common purposes and audiences of simple workplace interactions
- relevant oral communication strategies that support familiar spoken interactions
- non-verbal communication methods to clarify and confirm meaning
- simple grammar and key vocabulary of personal significance
- simple verb tenses in sentences with one or more clauses
- some differences between informal and formal registers.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context. Spoken exchanges must be undertaken with real individuals.

Skills must be demonstrated using familiar oral exchanges that reflect those typically undertaken in a workplace.

The following resources are to be made available:

- an expert or mentor to provide support to learner if requested
• own familiar support resources
• participants for familiar spoken interactions described in performance evidence.

Assessors must:
• satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
• have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
• have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, oral communication, and
• have completed the following or equivalent:
  • TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  • a higher level education qualification, such as:
    • TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    • Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKOCM004 Use oral communication skills to participate in workplace meetings

Modification History

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Application

This unit describes the skills and knowledge required to use oral communication skills to contribute to workplace meetings, such as internal team meetings, staff meetings, external meeting with clients or suppliers, industry committee meetings, project meetings, and workplace health and safety (WHS) meetings.

An individual performing these tasks works independently and uses familiar support resources as needed.

This unit applies to individuals who use, or are preparing to use, oral communication skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) oral communication core skill indicators .07 and .08 at level 3 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Oral Communication

Elements and Performance Criteria

| Element                                      | Performance Criteria                                                                 |
|----------------------------------------------|======================================================================================|
| Elements describe the essential outcomes.    | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Prepare to participate                    | 1.1 Identify purpose of the meeting and desired outcome                             |
Element | Performance Criteria
--- | ---
in workplace meeting | 1.2 Identify meeting participants and level of formality  
| 1.3 Confirm any sensitivities or confidentialities
2. Participate in meeting | 2.1 Use oral communication strategies to contribute to meeting  
| 2.2 Participate using conventional grammar, every day and some specific vocabulary and routine pronunciation  
| 2.3 Recognise and use appropriate non-verbal communication strategies
3. Review performance | 3.1 Seek feedback on own contribution to meeting  
| 3.2 Evaluate own performance and communication strategies to identify areas for improvement

Foundation Skills

_This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria._

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Supersedes and is equivalent to FSKOCM04 Use oral communication skills to participate in workplace meetings.

Links

Assessment Requirements for FSKOCM004 Use oral communication skills to participate in workplace meetings

Modification History

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Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- participate and review performance in at least two different workplace meetings.

Participation must include speaking and listening.

Knowledge Evidence

During the above spoken exchange the candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- common purposes and outcomes of routine workplace meetings
- typical participants of workplace meetings and relevance of participants to the appropriate register of communication
- sensitivities or confidentialities relevant to workplace
- relevant oral communication strategies that support participation in workplace meetings
- non-verbal communication strategies to participate in workplace meetings
- range of tenses and appropriate use
- intelligible pronunciation of key language
- routine and some specialised vocabulary
- strategies to evaluate performance.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context. Spoken exchanges must be undertaken with real individuals.
Skills must be demonstrated using routine oral exchanges that reflect those typically undertaken in a workplace.

The following resources are to be made available:

- own familiar support resources
- participants for workplace meetings described in performance evidence.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, oral communication, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

**Links**

FSKOCM005 Use oral communication skills for effective workplace presentations

Modification History

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</table>

Application

This unit describes skills and knowledge required to deliver effective workplace presentations, such as a prepared short presentation to co-workers, information updates (e.g. changes to Work Health and Safety (WHS)), or instructions on how to use new equipment.

An individual performing these tasks works independently and uses familiar support resources as needed.

This unit applies to individuals who use, or are preparing to use, oral communication skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) oral communication core skill indicators .07 and .08 at level 3 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Oral Communication

Elements and Performance Criteria

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<thead>
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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Plan to deliver workplace presentation</td>
<td>1.1 Identify purpose of presentation and required outcome</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>---------</td>
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</tr>
</tbody>
</table>
| 1.2 Identify audience of presentation  
1.3 Identify and locate information required for presentation  
1.4 Plan presentation structure and organise content and relevant support material(s) | 2.1 Use clear and organised oral communication strategies to deliver presentation  
2.2 Present using conventional grammar, industry jargon, everyday and some specific vocabulary and routine pronunciation  
2.3 Use positive non-verbal communication to support delivery of presentation |
| 2. Deliver presentation | 3. Review performance  
3.1 Seek feedback and evaluate effectiveness of communication  
3.2 Review success of presentation in meeting identified purpose  
3.3 Identify areas for improvement |

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.***

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

Supersedes and is equivalent to FSKOCM05 Use oral communication skills for effective workplace presentations.

**Links**

Assessment Requirements for FSKOCM005 Use oral communication skills for effective workplace presentations

Modification History

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Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- plan and deliver at least one workplace presentation appropriate to audience and purpose, and review own performance to identify areas for improvement.

Knowledge Evidence

During the above spoken exchange the candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- common purposes and audiences of routine workplace presentations
- typical presentation structures for routine workplace presentations and methods to organise content
- relevant oral communication strategies that support the delivery of workplace presentations
- non-verbal communication strategies to support delivery of workplace presentations
- grammar, vocabulary and pronunciation appropriate for routine workplace presentations
- relevant workplace jargon, where suitable
- strategies to review success in meeting identified purpose of presentation and to identify areas of improvement.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context. Spoken exchanges must be undertaken with real individuals. Skills must be demonstrated using routine oral exchanges that reflect those typically undertaken in a workplace.
The following resources are to be made available:

- own familiar support resources
- participant(s) for workplace presentation described in performance evidence.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, oral communication, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKOCM006 Use oral communication skills to participate in workplace teams

Modification History

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</table>

Application

This unit describes the skills and knowledge required to participate in and contribute to workplace teams, such as providing services and information, communicating workplace instructions and messages, or participating in team meetings.

An individual performing these tasks works independently and uses familiar support resources as needed.

This unit applies to individuals who use, or are preparing to use, oral communication skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) oral communication core skill indicators .07 and .08 at level 3 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Oral Communication

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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
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<td>1. Plan to interact in workplace team</td>
<td>1.1 Identify purpose of interaction</td>
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<td>1.2 Identify workplace audience and establish appropriate register</td>
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<td></td>
<td>1.3 Identify information relevant to exchange</td>
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<td></td>
<td>1.4 Identify oral communication strategies to communicate effectively in a team</td>
</tr>
<tr>
<td>2. Interact effectively in workplace team</td>
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</tr>
<tr>
<td></td>
<td>2.2 Interact using conventional grammar, every day and some specific vocabulary, and routine pronunciation appropriate to workplace</td>
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<tr>
<td></td>
<td>2.3 Recognise and use appropriate non-verbal communication and interactional strategies to support interaction with workplace team</td>
</tr>
<tr>
<td>3. Review interaction</td>
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</tr>
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<td>3.3 Identify areas for improvement</td>
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</table>

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

Supersedes and is equivalent to FSKOCM06 Use oral communication skills to participate in workplace teams.

**Links**

Assessment Requirements for FSKOCM006 Use oral communication skills to participate in workplace teams

Modification History

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Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- participate in and review the success of at least two different spoken exchanges in a workplace team.

Participation must include speaking and listening.

Knowledge Evidence

During the above spoken exchange the candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- common purposes and audiences of routine workplace team interactions
- appropriate register for formal and informal workplace team interactions
- relevant oral communication strategies that support participation in workplace teams
- intelligible pronunciation of key language
- routine and some specialised vocabulary non-verbal feedback strategies and how to use them in workplace team interactions
- strategies to review success in meeting identified purpose of presentation and to identify areas of improvement.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context. Spoken exchanges must be undertaken with real individuals in a team.

Skills must be demonstrated using routine oral exchanges that reflect those typically undertaken in a workplace.
The following resources are to be made available:

- own familiar support resources
- participants for spoken exchanges described in performance evidence.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, oral communication, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKOCM007 Interact effectively with others at work

Modification History

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Application

This unit describes the skills and knowledge required to interact effectively with others in the workplace, including external clients and internal staff. Interactions include giving or responding to spoken instructions, responding to customer queries and complaints, explaining a workplace procedure, or taking telephone calls from the general public or internal staff.

An individual performing these tasks works independently and uses familiar support resources as needed.

This unit applies to individuals who use, or are preparing to use, oral communication skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) oral communication core skill indicators .07 and .08 at level 3 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Oral Communication

Elements and Performance Criteria

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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to interact with others at work</td>
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</tr>
<tr>
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<td>1.3 Establish appropriate style, tone and register of communication to meet audience needs</td>
</tr>
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<td></td>
<td>1.4 Identify oral communication strategies required for spoken interaction</td>
</tr>
<tr>
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<td>2.1 Use oral communication strategies to communicate effectively</td>
</tr>
<tr>
<td></td>
<td>2.2 Interact using conventional grammar, every day and some specific vocabulary, and routine pronunciation appropriate to the workplace</td>
</tr>
<tr>
<td></td>
<td>2.3 Recognise and use appropriate non-verbal communication strategies</td>
</tr>
<tr>
<td>3. Review performance</td>
<td>3.1 Confirm if intended meaning and information has been communicated</td>
</tr>
<tr>
<td></td>
<td>3.2 Seek feedback and evaluate effectiveness of own performance</td>
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<td></td>
<td>3.3 Identify strategies for improvement</td>
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</table>

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

Supersedes and is equivalent to FSKOCM07 Interact effectively with others at work.

**Links**

Assessment Requirements for FSKOCM007 Interact effectively with others at work

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Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- participate in at least two different spoken interactions at work appropriate to audience and purpose.

Participation must include speaking and listening.

Knowledge Evidence

During the above spoken exchange the candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- different types of workplace interactions and their typical audiences
- common purposes of workplace interactions
- different registers, styles and tones of workplace interactions and their application to differing audiences
- relevant oral communication strategies that support effective spoken interactions at work
- range of tenses and appropriate use
- intelligible pronunciation of key language
- routine and some specialised vocabulary
- non-verbal feedback strategies and their application.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context. Spoken exchanges must be undertaken with real individuals.
Skills must be demonstrated using routine oral exchanges that reflect those typically undertaken in a workplace.

The following resources are to be made available:

- own familiar support resources
- participants for interactions described in performance evidence.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, oral communication, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

**Links**

FSKOCM008 Use oral communication skills to facilitate workplace negotiations

Modification History

<table>
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<tr>
<td>Release 1</td>
<td>This version first released with FSK Foundation Skills Training Package Version 2.0.</td>
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</table>

Application

This unit describes the skills and knowledge required to use oral communication skills to facilitate complex workplace negotiations, such as changes to company policies, negotiating changes to work practices including performance reviews, training plans and solutions to workplace problems.

An individual performing these tasks works independently and uses support from a range of established resources.

This unit applies to individuals who use, or are preparing to use, oral communication skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) oral communication core skill indicators .07 and .08 at level 4 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Oral Communication

Elements and Performance Criteria

<table>
<thead>
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<th>Performance Criteria</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to facilitate</td>
<td>1.1 Define the purpose of the negotiation and identify desired</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
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<tr>
<td>--------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>complex workplace negotiation</td>
<td>outcome</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify negotiation participants, roles and responsibilities and required level of formality</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify level of sensitivity and confidentiality and develop plan to manage throughout negotiation</td>
</tr>
<tr>
<td></td>
<td>1.4 Draw on knowledge of context to plan structure of negotiation to meet identified purpose</td>
</tr>
<tr>
<td>2. Facilitate workplace negotiation</td>
<td>2.1 Use appropriate oral communication strategies for workplace negotiation</td>
</tr>
<tr>
<td></td>
<td>2.2 Recognise and use appropriate grammar, vocabulary and pronunciation</td>
</tr>
<tr>
<td></td>
<td>2.3 Use appropriate non-verbal communication strategies</td>
</tr>
<tr>
<td></td>
<td>2.4 Monitor effectiveness of negotiation and make adjustments to oral communication strategies as required</td>
</tr>
<tr>
<td>3. Finalise negotiation and review performance</td>
<td>3.1 Establish outcome of negotiation and compare with intended outcome</td>
</tr>
<tr>
<td></td>
<td>3.2 Seek feedback on and review management of sensitive and confidential materials</td>
</tr>
<tr>
<td></td>
<td>3.3 Critically evaluate own performance to identify areas for improvement</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

Supersedes and is equivalent to FSKOCM08 Use oral communication skills to facilitate workplace negotiations.
Links

Assessment Requirements for FSKOCM008 Use oral communication skills to facilitate workplace negotiations

Modification History

<table>
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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- facilitate at least one complex workplace negotiation.
Facilitation must include speaking and listening.

Knowledge Evidence

During the above spoken exchange the candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- common purposes and outcomes of complex workplace negotiations
- relevant policies and procedures and role in workplace communications
- typical participants of complex workplace negotiations and their roles and responsibilities
- registers of communication and applicability to different workplace contexts
- techniques to identify and manage sensitivities or confidentialities in workplace negotiations
- relevant oral communication strategies that support facilitation of complex workplace negotiations
- non-verbal communication strategies to facilitate workplace negotiations
- grammar, vocabulary and pronunciation to facilitate workplace negotiations
- specialised vocabulary, idioms and colloquialisms relevant to workplace
- techniques to monitor effectiveness of interaction and strategies to influence change in direction
- strategies to review performance.
Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context. Spoken exchanges must be undertaken with real individuals.

Skills must be demonstrated using complex oral exchanges that reflect those typically undertaken in a workplace.

The following resources are to be made available:

- own familiar support resources
- participants for workplace negotiation described in performance evidence.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, oral communication, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKOCM009 Use oral communication skills to facilitate workplace meetings

Modification History

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</table>

Application

This unit describes the skills and knowledge required to apply oral communication skills to facilitate and participate in complex internal or external workplace meetings, such as committee meetings, board meetings, annual general meetings, project management meetings, inter-departmental meetings, meetings with clients or suppliers, or staff meetings.

An individual performing these tasks works independently and uses support from a range of established resources.

This unit applies to individuals who use, or are preparing to use, oral communication skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) oral communication core skill indicators .07 and .08 at level 4 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Oral Communication

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Plan for complex</td>
<td>1.1 Identify purpose of meeting and desired outcome</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| workplace meeting            | 1.2 Identify meeting participants, roles and responsibilities and the necessary register of meeting  
1.3 Identify any sensitivities or confidentialities and develop plan to manage  
1.4 Establish meeting medium and prepare relevant materials  
2. Facilitate and participate in meeting  
2.1 Use effective oral communication strategies to facilitate meeting  
2.2 Use appropriate grammar, vocabulary and pronunciation  
2.3 Recognise and use appropriate non-verbal communication  
2.4 Monitor effectiveness of presentation and make adjustments to oral communication strategies as required  
3. Review performance  
3.1 Identify action points stemming from meeting and document according to organisational procedures  
3.2 Review effectiveness of meeting to meet identified purpose  
3.3 Seek feedback and reflect on performance to develop strategies for improvement |

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

Supersedes and is equivalent to FSKOCM09 Use oral communication skills to facilitate workplace meetings.

**Links**

Assessment Requirements for FSKOCM009 Use oral communication skills to facilitate workplace meetings

Modification History

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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- facilitate at least one workplace meeting.

Facilitation must include speaking and listening.

Knowledge Evidence

During the above spoken exchange the candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- common purposes and desired outcome(s) of complex workplace meetings
- typical participants of complex workplace meetings and their roles and responsibilities
- informal and formal register of communication
- techniques to identify sensitivities or confidences relevant to workplace meetings
- common mediums for complex workplace meetings and appropriate uses
- relevant oral communication strategies that support the facilitation of workplace meetings
- non-verbal communication strategies to facilitate workplace meetings
- grammar, vocabulary and pronunciation required to facilitate workplace meetings
- specialised vocabulary, idioms and colloquialisms relevant to workplace
- typical action points stemming from complex workplace meetings and processes to document
- strategies to review performance.
Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context. Spoken exchanges must be undertaken with real individuals.

Skills must be demonstrated using complex oral exchanges that reflect those typically undertaken in a workplace.

The following resources are to be made available:

- own familiar support resources
- participants for workplace meeting described in performance evidence.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, oral communication, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKOCM010 Use oral communication skills for complex workplace presentations

Modification History

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</table>

Application

This unit describes the skills and knowledge required to use oral communication skills to deliver complex workplace presentations, such as a sales promotion or product launch, presentation at staff development forum, presentation of a proposal, seminar presentations, or leading a focus group.

An individual performing these tasks works independently and uses support from a range of established resources.

This unit applies to individuals who use, or are preparing to use, oral communication skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) oral communication core skill indicators .07 and .08 at level 4 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Oral Communication

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<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Plan to deliver complex</td>
<td>1.1 Identify purpose of presentation and required outcome</td>
</tr>
<tr>
<td><strong>Element</strong></td>
<td><strong>Performance Criteria</strong></td>
</tr>
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<td>--------------------------</td>
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</tr>
<tr>
<td>workplace presentation</td>
<td>1.2 Identify audience of presentation and establish appropriate register</td>
</tr>
</tbody>
</table>
| 2. Develop presentation  | 2.1 Identify options for presentation structure and select appropriate format  
|                          | 2.2 Locate and evaluate information and materials for presentation  
|                          | 2.3 Organise and sequence information into presentation structure and relevant support material(s)                                                         |
| 3. Deliver presentation  | 3.1 Use positive oral communication strategies to deliver presentation  
|                          | 3.2 Present using appropriate grammar, vocabulary and pronunciation, and clarify all industry jargon  
|                          | 3.3 Use appropriate positive non-verbal communication strategies to support and enhance delivery  
|                          | 3.4 Monitor effectiveness of presentation and make adjustments to oral communication strategies as required                                                 |
| 4. Review performance    | 4.1 Seek feedback on oral communication strategies used  
|                          | 4.2 Review effectiveness of presentation to meet identified purpose  
|                          | 4.3 Critically reflect on own performance and develop strategies for improvement                                                                        |

**Foundation Skills**

This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Researching information from a range of sources</td>
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</tbody>
</table>

**Unit Mapping Information**

Supersedes and is equivalent to FSKOCM10 Use oral communication skills for complex workplace presentations.
Links

Assessment Requirements for FSKOCM010 Use oral communication skills for complex workplace presentations

Modification History

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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- plan and deliver at least one complex workplace presentation appropriate to audience and purpose, and review the effectiveness of own performance to identify areas for improvement.

Knowledge Evidence

During the above spoken exchange the candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- common purposes, audiences and outcomes of complex workplace presentations
- informal and formal oral communication registers and relevance to audiences
- range of presentation structures and uses
- techniques to locate relevant information and synthesise into presentation structure
- relevant oral communication strategies that support the delivery of complex workplace presentations
- non-verbal communication strategies to enhance the delivery of workplace presentations
- grammar, vocabulary and pronunciation for complex workplace presentations
- specialised vocabulary, idioms, colloquialisms and jargon relevant to workplace
- techniques to monitor effectiveness of interaction and strategies to influence change in direction
- strategies to review performance.
Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context. Spoken exchanges must be undertaken with real individuals.

Skills must be demonstrated using complex oral exchanges that reflect those typically undertaken in a workplace.

The following resources are to be made available:

- own familiar support resources
- participants for presentation described in performance evidence.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, oral communication, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKOCM011 Use oral communication skills to facilitate complex workplace team interactions

Modification History

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</table>

Application

This unit describes the skills and knowledge required to use oral communication skills to facilitate complex workplace team interactions, such as leading group discussions, negotiating agreed outcomes, explaining workplace procedures, or exploring workflow issues.

An individual performing these tasks works independently and initiates and uses support from a range of established resources.

This unit applies to individuals who use, or are preparing to use, oral communication skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) oral communication core skill indicators .07 and .08 at level 4 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Oral Communication

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Plan to facilitate complex workplace team | 1.1 Identify the purpose and context of team interaction  
1.2 Identify participants required for interaction and appropriate |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| interaction                     | register of communication  
                                | 1.3 Identify required outcome of team interaction  
                                | 1.4 Identify information relevant to exchange and plan interaction  |
| 2. Facilitate workplace team interaction | 2.1 Use oral communication strategies to engage team  
                                                                                           | 2.2 Interact using appropriate grammar, vocabulary and pronunciation  
                                                                                           | 2.3 Use and respond to non-verbal communication strategies to guide and influence the effectiveness of interaction  
                                                                                           | 2.4 Monitor effectiveness of interaction and make adjustments to oral communication strategies as required  |
| 3. Review performance           | 3.1 Seek feedback on oral communication and interactional strategies used  
                                                                                           | 3.2 Review effectiveness of the facilitation to meet identified workplace purpose  
                                                                                           | 3.3 Critically reflect on own performance and develop strategies for improvement  |

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

Supersedes and is equivalent to FSKOCM11 Use oral communication skills to facilitate workplace teams.

**Links**

Assessment Requirements for FSKOCM011 Use oral communication skills to facilitate complex workplace team interactions

Modification History

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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- facilitate at least one complex workplace team interaction using oral communication skills and interpersonal skills to meet workplace audience and purpose.

Facilitation must include speaking and listening.

Knowledge Evidence

During the above spoken exchange the candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- common purposes and outcomes of complex workplace team interactions
- techniques to identify relevant participants for workplace team interactions and the communication register relevant to audience
- strategies to plan and structure complex team interactions, taking into consideration context, audience and required outcome
- relevant oral communication strategies that support to the facilitation of complex workplace teams
- grammar, vocabulary and pronunciation to facilitate workplace teams
- specialised vocabulary, idioms and colloquialisms relevant to workplace
- non-verbal communication techniques
- techniques to monitor effectiveness of interaction and strategies to influence change in direction
- strategies to review performance.

•
**Assessment Conditions**

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context. Spoken exchanges must be undertaken with real individuals.

Skills must be demonstrated using complex oral exchanges that reflect those typically undertaken in a workplace.

The following resources are to be made available:

- own familiar support resources
- participants for team interaction described in performance evidence.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, oral communication, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

**Links**

FSKOCM012 Use oral communication skills to participate in workplace negotiations

Modification History

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</table>

Application

This unit describes the skills and knowledge required to use oral communication skills to participate in routine workplace negotiations, such as responding to customer complaints or enquiries, negotiating change to roster with co-workers, discussing a pay rise, or change to contract with manager/supervisor.

An individual performing these tasks works independently and uses familiar support resources as needed.

This unit applies to individuals who use, or are preparing to use, oral communication skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) oral communication core skill indicators .07 and .08 at level 3 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Oral Communication

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
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</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
</tbody>
</table>
| 1. Prepare to participate in routine workplace negotiation | 1.1 Identify purpose of negotiation  
1.2 Identify desired outcome and information to support position  
1.3 Identify negotiation participants and level of formality |
| 2. Participate in negotiation | 2.1 Use appropriate oral communication strategies for workplace negotiation  
2.2 Participate using conventional grammar, every day and some specific vocabulary and routine pronunciation  
2.3 Recognise and use appropriate non-verbal communication strategies |
| 3. Finalise negotiation and review performance | 3.1 Confirm outcome of negotiation and compare with desired outcome  
3.2 Seek feedback on contribution to negotiation  
3.3 Evaluate own performance and communication strategies to identify areas for improvement |

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

No equivalent unit.

**Links**

Assessment Requirements for FSKOCM012 Use oral communication skills to participate in workplace negotiations

Modification History

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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- prepare for and participate in at least two different routine workplace negotiations. Participation must include speaking and listening.

Knowledge Evidence

During the above spoken exchange the candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- common purposes and outcomes of routine workplace negotiations
- typical participants of workplace negotiations
- informal and formal register of communication and the application of each
- relevant oral communication strategies that support participation in routine workplace negotiations
- non-verbal communication strategies to participate in workplace negotiations
- range of tenses and when to use them
- intelligible pronunciation of key language
- routine and some specialised vocabulary
- strategies to review performance.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context. Spoken exchanges must be undertaken with real individuals.
Skills must be demonstrated using routine oral exchanges that reflect those typically undertaken in a workplace.

The following resources are to be made available:

- own familiar support resources
- participants for negotiations described in performance evidence.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, oral communication, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

**Links**

FSKRDG001 Recognise extremely short and simple workplace signs and symbols

Modification History

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</table>

Application

This unit describes the skills and knowledge required to recognise highly familiar and extremely short and simple workplace signs and symbols in printed or digital formats, such as Work Health and Safety (WHS) signs and symbols.

An individual performing these tasks operates alongside an expert or mentor where significant support, prompting advice and modelling can be provided.

This unit applies to individuals who use, or are preparing to use, reading skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit can be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) reading core skill indicators .03 and .04 at pre-level 1 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Reading

Elements and Performance Criteria

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<thead>
<tr>
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</tr>
<tr>
<td>1. Prepare to read highly familiar and extremely</td>
<td>1.1 Identify highly explicit purpose of sign or symbol</td>
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<td>simple and short workplace signs and symbols</td>
<td>1.2 Identify highly explicit text features</td>
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<td>2. Interpret signs and symbols</td>
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<tr>
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<td>2.2 Construct meaning from sign or symbol</td>
</tr>
<tr>
<td></td>
<td>2.3 Check interpretation of sign or symbol is correct</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

Supersedes and is equivalent to FSKRDG01 Recognise highly familiar workplace signs and symbols.

**Links**

Assessment Requirements for FSKRDG001 Recognise extremely short and simple workplace signs and symbols

Modification History

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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- interpret at least three different highly familiar and extremely simple and short workplace signs and symbols, one of which must be a sign and one a symbol.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- explicit reasons for reading workplace signs and symbols
- purpose and uses of extremely short and simple workplace signs and symbols
- highly explicit text features of workplace signs and symbols and their uses
- reading strategies that support recognising extremely short and simple workplace signs and symbols
- methods to check understanding of signs and symbols.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context. Skills must be demonstrated using highly familiar and extremely short and simple signs and symbols that reflect those typically found in a workplace.

The following resources are to be made available:

- an expert or mentor to initiate and provide highly structured support and modelling to learner
- pictorial or bilingual dictionary
• dictionary of workplace signs and symbols containing highly explicit text
• own familiar support resources
• extremely short and simple workplace signs and symbols.

Assessors must:
• satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
• have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
• have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, reading, and
• have completed the following or equivalent:
  • TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  • a higher level education qualification, such as:
    • TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    • Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKRDG002 Read and respond to short and simple workplace signs and symbols

Modification History

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Application

This unit describes the skills and knowledge required to interpret and respond to highly familiar, short and simple workplace signs and symbols in printed or digital formats, such as Work Health and Safety (WHS) symbols, safety tags, and warning signs.

An individual performing these tasks works alongside an expert or mentor where prompting and advice can be provided as needed.

This unit applies to individuals who use, or are preparing to use, reading skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit can be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) reading core skill indicators .03 and .04 at level 1 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Reading

Elements and Performance Criteria

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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to read highly familiar, short and simple</td>
<td>1.1 Identify personally relevant reason for reading sign or symbol</td>
</tr>
</tbody>
</table>
### Foundation Skills

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

### Unit Mapping Information

Supersedes and is equivalent to FSKRDG02 Read and respond to basic workplace signs and symbols.

### Links

Assessment Requirements for FSKRDG002 Read and respond to short and simple workplace signs and symbols

Modification History

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Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- interpret and identify appropriate response to at least three different highly familiar, short and simple workplace signs and symbols, one of which must be a sign and one a symbol.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- relevant reasons for reading workplace signs and symbols
- purpose and uses of highly familiar, short and simple workplace signs and symbols
- common features of short and simple workplace signs and symbols and their uses
- reading strategies that support the interpretation of highly familiar, short and simple workplace signs and symbols
- high frequency vocabulary
- methods to check understanding of signs and symbols
- suitable responses to highly familiar, short and simple signs and symbols.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Skills must be demonstrated using short and simple signs and symbols that reflect those typically found in a workplace.

The following resources are to be made available:

- an expert or mentor to provide prompting and advice to learner, as needed
• pictorial or bilingual dictionary
• small bank of workplace signs and symbols containing highly explicit text
• own familiar support resources.

Assessors must:
• satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
• have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
• have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, reading, and
• have completed the following or equivalent:
  • TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  • a higher level education qualification, such as:
    • TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    • Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKRDG004 Read and respond to short and simple workplace information

Modification History

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Application

This unit describes the skills and knowledge required to identify and respond to information in short and simple workplace texts in printed or digital formats, such as short messages (SMS, email, handwritten), notices, simple procedures and instructions, short forms, rosters, simple diagrams and tables.

An individual performing these tasks works alongside an expert or mentor where prompting and advice can be provided as needed.

This unit applies to individuals who use, or are preparing to use, reading skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit can be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) reading core skill indicators .03 and .04 at level 1 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Reading

Elements and Performance Criteria

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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
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<td>1.1 Identify personally relevant reason for reading workplace text</td>
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<tr>
<td>and simple workplace text</td>
<td>1.2 Identify text type</td>
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<td>1.3 Identify audience and highly explicit purpose of text</td>
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<tr>
<td>2. Interpret information in text</td>
<td>2.1 Locate relevant information in text for initial understanding</td>
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<td>2.2 Identify high-frequency vocabulary in the information</td>
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<td></td>
<td>2.3 Use reading strategies to interpret relevant information and construct meaning</td>
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<tr>
<td>3. Check and identify response to text</td>
<td>3.1 Check information has been correctly understood</td>
</tr>
<tr>
<td></td>
<td>3.2 Identify appropriate response to information in text</td>
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</table>

**Foundation Skills**

This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

Supersedes and is equivalent to FSKRDG04 Read and respond to basic workplace information and FSKRDG03 Read and respond to basic workplace instructions.

**Links**

Assessment Requirements for FSKRDG004 Read and respond to short and simple workplace information

Modification History

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Performance Evidence

Evidence of the ability to complete tasks outlined in the elements, performance criteria, and foundation skills of this unit, including on at least one occasion, evidence of the ability to:

- interpret and identify appropriate responses to specific information in at least two different short and simple workplace texts, with at least one being workplace instructions.

Knowledge Evidence

The candidate must be able to demonstrate the following knowledge to effectively complete the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- personally relevant reasons for reading short and simple workplace texts
- types of short and simple workplace texts and forms
- clear, simple and familiar purpose and uses of short and simple workplace texts
- common features of short and simple workplace texts and their uses
- techniques to navigate short and simple workplace texts to locate general and specific information
- high-frequency words, basic sight words and common phrases
- reading strategies to support recognising and interpreting information in short and simple workplace texts
- methods to check understanding of text
- suitable responses to short and simple workplace information.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.
Skills must be demonstrated using short and simple information and texts that reflect those typically found in a workplace.

The following resources are to be made available:

- an expert or mentor to provide prompting and advice to learner, as needed
- pictorial or bilingual dictionary
- own familiar support resource
- short and simple workplace information.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, reading, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKRDG005 Read and respond to simple and familiar workplace procedures

Modification History

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Application

This unit describes the skills and knowledge required to identify, interpret and respond to information in simple workplace procedures in printed or digital formats, such as safety procedures, safety checks, simple operating procedures, and instructions on machinery or forms.

An individual performing these tasks may work with an expert or mentor where support is available if requested.

This unit applies to individuals who use, or are preparing to use, reading skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) reading core skill indicators .03 and .04 at level 2 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Reading

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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
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<td>1. Prepare to read simple</td>
<td>1.1 Identify purpose for reading and select workplace procedure</td>
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Element and familiar workplace procedure

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<td>relevant to task</td>
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<tr>
<td>1.2 Identify audience and purpose of procedure</td>
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<tr>
<td>1.3 Identify text features, including text structure and presence of any visuals</td>
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2. Identify and interpret information in procedure

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<td>2.2 Identify and interpret familiar workplace terminology in text</td>
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3. Check understanding and identify response to procedure

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<tr>
<td>3.1 Check that information in workplace procedure has been correctly understood</td>
</tr>
<tr>
<td>3.2 Use information to identify appropriate response</td>
</tr>
</tbody>
</table>

Foundation Skills

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Supersedes and is equivalent to FSKRDG05 Read and respond to simple workplace procedures.

Links

Assessment Requirements for FSKRDG005 Read and respond to simple and familiar workplace procedures

Modification History

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Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- interpret and identify appropriate response to information in two different simple and familiar workplace procedures.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- reasons for reading and engaging with simple workplace procedures
- types of workplace procedures
- purpose and uses of simple workplace procedures
- distinguishing features and range of simple workplace procedures, their uses and how to navigate using features
- familiar terminology, vocabulary and acronyms relevant to simple workplace procedures
- techniques to navigate simple workplace procedures to locate general and specific information
- simple sequencing of information in texts
- reading strategies that support the interpretation of simple and familiar workplace procedures
- suitable responses to simple workplace procedures.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.
Skills must be demonstrated using simple and familiar procedures with a limited number of steps and reflect those typically found in a workplace.

The following resources are to be made available:

- an expert or mentor to provide support to learner if requested
- dictionary or online resource to check word meanings
- own familiar support resources
- simple and familiar workplace procedures.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, reading, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKRDG006 Read and respond to simple informal workplace texts

Modification History

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Application

This unit describes the skills and knowledge required to identify, interpret and respond to information in simple informal workplace texts in printed or digital formats, such as a written phone message, a note from a supervisor, an email from a team member, message at end of shift, an electronic message, or an instant message.

An individual performing these tasks may work with an expert or mentor where support is available if requested.

This unit applies to individuals who use, or are preparing to use, reading skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) reading core skill indicators .03 and .04 at level 2 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Reading

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<tbody>
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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to read simple</td>
<td>1.1 Identify purpose for reading and select informal text relevant to</td>
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<tr>
<td>Element</td>
<td>Performance Criteria</td>
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</tr>
<tr>
<td>and familiar informal workplace text</td>
<td>task</td>
</tr>
<tr>
<td>1.2 Identify audience and purpose of informal text</td>
<td>1.3 Identify distinguishing text features</td>
</tr>
<tr>
<td>1.4 Identify informal language features in text and register of writing</td>
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<tr>
<td>2. Identify and interpret information in text</td>
<td>2.1 Navigate text to locate specific information</td>
</tr>
<tr>
<td>2.2 Identify and interpret high-frequency vocabulary in informal text</td>
<td>2.3 Use reading strategies to interpret relevant information and construct meaning</td>
</tr>
<tr>
<td>3. Check understanding and identify response to text</td>
<td>3.1 Check that information in workplace text has been accurately understood</td>
</tr>
<tr>
<td>3.2 Identify appropriate response to text</td>
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**Foundation Skills**

_This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria._

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

Supersedes and is equivalent to FSKRDG06 Read and respond to simple informal workplace texts.

**Links**

Assessment Requirements for FSKRDG006 Read and respond to simple informal workplace texts

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Performance Evidence

Evidence of the ability to complete tasks outlined in the elements, performance criteria, and foundation skills of this unit, including on at least one occasion, evidence of the ability to:

- interpret and identify appropriate responses to information in two different simple and familiar informal workplace texts.

Knowledge Evidence

The candidate must be able to demonstrate the following knowledge to effectively complete the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- reasons for reading and engaging with simple informal workplace texts
- audience, purpose and uses of simple informal workplace texts
- common informal language features of simple informal workplace texts
- uses and meaning of informal register of writing
- distinguishing text features of simple, informal texts
- high-frequency vocabulary relevant to workplace in simple informal workplace texts
- techniques to navigate simple informal texts to locate specific information
- reading strategies that support the interpretation of information in simple informal workplace texts
- suitable responses to simple informal workplace texts.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Skills must be demonstrated using simple and familiar informal texts that reflect those typically found in a workplace.
The following resources are to be made available:

- an expert or mentor to provide support to learner if requested
- dictionary or online resource to check word meanings
- own familiar support resources
- simple informal workplace texts.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, reading, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKRDG007 Read and respond to simple workplace information

Modification History

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</table>

Application

This unit describes the skills and knowledge required to identify, interpret and respond to information in simple and familiar workplace texts in printed or digital formats, such as short messages, notices, instructions, forms, rosters, simple diagrams, tables and charts.

An individual performing these tasks may work with an expert or mentor where support is available if requested.

This unit applies to individuals who use, or are preparing to use, reading skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) reading core skill indicators .03 and .04 at level 2 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Reading

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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
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<tr>
<td>1. Prepare to read simple and familiar workplace text</td>
<td>1.1 Identify purpose for reading and select workplace text relevant to task</td>
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<td>1.3</td>
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<tr>
<td>2. Identify and interpret information in text</td>
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<tr>
<td></td>
<td>2.2 Identify and interpret workplace terminology in text</td>
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<tr>
<td></td>
<td>2.3 Use reading strategies to interpret relevant information and construct meaning</td>
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<td>2.4 Interpret and analyse information</td>
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<tr>
<td>3. Check understanding and identify response to text</td>
<td>3.1 Check that information in text has been correctly understood</td>
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<tr>
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**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

Supersedes and is equivalent to FSKRDG07 Read and respond to simple workplace information.

**Links**

Assessment Requirements for FSKRDG007 Read and respond to simple workplace information

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Performance Evidence

Evidence of the ability to complete tasks outlined in the elements, performance criteria, and foundation skills of this unit, including on at least one occasion, evidence of the ability to:

- interpret and identify appropriate responses to information in two different simple and familiar workplace texts.

Knowledge Evidence

The candidate must be able to demonstrate the following knowledge to effectively complete the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- reasons for reading and engaging with simple workplace texts
- audience, purpose and uses of a limited range of simple workplace texts
- common features of simple workplace texts and how to use these features to identify text type
- high-frequency terminology relevant to workplace in simple workplace texts
- techniques to navigate simple informal texts to locate general and specific information
- reading strategies to support the interpretation of information in simple workplace texts
- techniques to interpret and analyse simple workplace information
- suitable responses to information in simple workplace texts.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Skills must be demonstrated using simple and familiar texts that reflect those typically found in a workplace.

The following resources are to be made available:
• an expert or mentor to provide support to learner if requested
• dictionary or online resource to check word meanings
• own familiar support resources
• simple workplace information.

Assessors must:
• satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
• have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
• have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, reading, and
• have completed the following or equivalent:
  • TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  • a higher level education qualification, such as:
    • TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    • Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links
FSKRDG008 Read and respond to information in routine visual and graphic texts

Modification History

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</table>

Application

This unit describes the skills and knowledge required to interpret and respond to routine visual and graphic texts in printed or digital formats, such as tables, charts, spreadsheets, diagrams, maps and plans.

An individual performing these tasks works independently and uses familiar support resources as needed.

This unit applies to individuals who use, or are preparing to use, reading skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) reading core skill indicators .03 and .04 at level 3 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Reading

Elements and Performance Criteria

<table>
<thead>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to read routine visual and graphic text</td>
<td>1.1 Identify reason for reading text and explicit questions to be answered</td>
</tr>
</tbody>
</table>
Element | Performance Criteria
--- | ---
1. | 1.2 Identify type of visual or graphic text  
1.3 Identify purpose of text  
1.4 Identify key text features
2. Interpret text | 2.1 Use structure and features of text to navigate text and locate relevant information  
2.2 Identify and interpret workplace terminology in texts  
2.3 Use reading strategies to interpret relevant information and construct meaning
3. Check understanding and identify response to text | 3.1 Check that information in text is correctly understood  
3.2 Use information to identify appropriate response

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
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</thead>
</table>
| Numeracy | • Understands layout of tables, graphs, spreadsheets, diagrams, and maps

**Unit Mapping Information**

Supersedes and is equivalent to FSKRDG08 Read and respond to routine visual and graphic texts.

**Links**

Assessment Requirements for FSKRDG008 Read and respond to information in routine visual and graphic texts

Modification History

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Performance Evidence

Evidence of the ability to complete tasks outlined in the elements, performance criteria, and foundation skills of this unit, including on at least one occasion, evidence of the ability to:

- identify, interpret and respond to information in at least two different routine visual and graphic texts.

Knowledge Evidence

The candidate must be able to demonstrate the following knowledge to effectively complete the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- reasons for reading routine workplace texts and explicit questions to be answered through reading
- purpose and uses of routine visual and graphic texts
- distinguishing features of routine workplace texts and how to use these features to identify the visual or graphic text type
- techniques to navigate routine texts to locate information, using text structure and features
- techniques to self-monitor reading for sense and accuracy
- some specialised workplace terminology
- reading strategies that support the interpretation of routine visual and graphic texts
- suitable responses to information in routine visual and graphic texts.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Skills must be demonstrated using routine visual and graphic texts that reflect those typically found in a workplace.
The following resources are to be made available:

- own familiar support resources
- dictionary or other references to determine the meaning of unknown words
- routine visual and graphic texts.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, reading, and
- have completed the following or equivalent:
  - TAE500009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

**Links**

FSKRDG009 Read and respond to routine standard operating procedures

Modification History

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</table>

Application

This unit describes the skills and knowledge required to interpret and respond to routine standard operating procedures in printed or digital formats, such as pre-operational safety checklists, lists of protective and emergency equipment, or steps to undertake when using equipment.

An individual performing these tasks works independently and uses familiar support resources as needed.

This unit applies to individuals who use, or are preparing to use, reading skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) reading core skill indicators .03 and .04 at level 3 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Reading

Elements and Performance Criteria

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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to read routine</td>
<td>1.1 Identify reason for reading procedure and explicit questions to be</td>
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<tr>
<td>Element</td>
<td>Performance Criteria</td>
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<tr>
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</tr>
<tr>
<td>standard operating procedure</td>
<td>answered</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify purpose of routine standard operating procedure and intended audience</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify text features, including structure and presence of any visuals in the text</td>
</tr>
<tr>
<td></td>
<td>1.4 Identify distinguishing language features</td>
</tr>
<tr>
<td>2. Interpret operating procedure</td>
<td>2.1 Use structure and features of operating procedure to navigate text and locate relevant information</td>
</tr>
<tr>
<td></td>
<td>2.2 Identify and interpret workplace terminology in text</td>
</tr>
<tr>
<td></td>
<td>2.3 Use reading strategies to interpret relevant information and construct meaning</td>
</tr>
<tr>
<td>3. Check understanding and identify</td>
<td>3.1 Check that information in standard operating procedure has been correctly understood</td>
</tr>
<tr>
<td>response to procedure</td>
<td>3.2 Use information to identify appropriate response</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

Supersedes and is equivalent to FSKRDG09 Read and respond to routine standard operating procedures.

**Links**

Assessment Requirements for FSKRDG009 Read and respond to routine standard operating procedures

Modification History

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Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- interpret and identify appropriate response to at least two different routine standard operating procedures.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- reasons for reading routine standard operating procedures and explicit questions to be answered through reading
- typical audiences of standard workplace operating procedures
- distinguishing text features of routine standard operating procedures
- language features employed as signalling devices in operating procedures
- techniques to navigate routine standard operating procedures to locate information
- techniques to self-monitor reading for sense and accuracy
- techniques to integrate information from visual and written texts
- reading strategies to support the interpretation of routine standard operating procedures
- suitable responses to routine standard operating procedures.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Skills must be demonstrated using routine standard operating procedures that reflect those typically found in a workplace.

The following resources are to be made available:
• own familiar support resources
• dictionary or other references to determine the meaning of unknown words
• routine standard operating procedures.

Assessors must:

• satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
• have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
• have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, reading, and
• have completed the following or equivalent:
  • TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  • a higher level education qualification, such as:
    • TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    • Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKRDG010 Read and respond to routine workplace information

Modification History

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Application

This unit describes the skills and knowledge required to interpret and respond to information in routine workplace texts in printed or digital formats, such as instruction manuals, reports, emails, brochures, work instructions, notices, web pages with data and policies.

An individual performing these tasks works independently and uses familiar support resources as needed.

This unit applies to individuals who use, or are preparing to use, reading skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) reading core skill indicators .03 and .04 at level 3 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Reading

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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to read routine workplace text</td>
<td>1.1 Identify reason for reading text and explicit questions to be answered</td>
</tr>
<tr>
<td>Element</td>
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</tr>
<tr>
<td>1.2</td>
<td>Identify text type</td>
</tr>
<tr>
<td>1.3</td>
<td>Identify audience and purpose of text</td>
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<tr>
<td>1.4</td>
<td>Identify distinguishing text features</td>
</tr>
<tr>
<td>2.1</td>
<td>Use structure and features of information to navigate text and locate relevant information</td>
</tr>
<tr>
<td>2.2</td>
<td>Identify and interpret workplace terminology in texts</td>
</tr>
<tr>
<td>2.3</td>
<td>Use reading strategies to interpret relevant information and construct meaning</td>
</tr>
<tr>
<td>2.4</td>
<td>Use critical reading skills to analyse information</td>
</tr>
<tr>
<td>3.1</td>
<td>Check that information in text has been correctly understood</td>
</tr>
<tr>
<td>3.2</td>
<td>Use information to identify appropriate response</td>
</tr>
<tr>
<td>3.3</td>
<td>Reflect on text effectiveness in meeting intended text purpose</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

Supersedes and is equivalent to FSKRDG10 Read and respond to routine workplace information.

**Links**

Assessment Requirements for FSKRDG010 Read and respond to routine workplace information

Modification History

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Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- interpret and identify appropriate response to information in at least two different routine workplace texts.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- reasons for reading routine workplace texts and explicit questions to be answered through reading
- purpose and uses of routine workplace texts
- distinguishing features of routine workplace texts
- some specialised workplace terminology in routine workplace texts
- techniques to navigate routine workplace information using text structure and features
- formal and informal text register of writing
- techniques to self-monitor reading for sense and accuracy
- reading strategies that support the interpretation of information in routine workplace texts
- critical reading techniques to analyse routine workplace information in familiar texts
- suitable responses to routine workplace information.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Skills must be demonstrated using routine information and texts that reflect those typically found in a workplace.
The following resources are to be made available:

- own familiar support resources
- dictionary or other references to determine the meaning of unknown words
- routine workplace information.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, reading, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKRDG011 Read and respond to complex workplace information

Modification History

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</table>

Application

This unit describes the skills and knowledge required to analyse, evaluate and respond to a range of complex workplace texts in printed or digital formats, such as work and organisational plans, training needs analyses, reports, manuals, standard operating procedures, product reviews and flow charts.

An individual performing these tasks works independently and uses support from a range of established resources.

This unit applies to individuals who use, or are preparing to use, reading skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) reading core skill indicators .03 and .04 at level 4 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Reading

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<table>
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<tbody>
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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to read</td>
<td>1.1 Identify text features and confirm text type</td>
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<tr>
<td>Element</td>
<td>Performance Criteria</td>
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<td>------------------------------------------------------</td>
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</tr>
<tr>
<td>complex workplace text</td>
<td>1.2 Determine purpose of text</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify explicit purpose for reading text and develop a range of questions to be answered through reading</td>
</tr>
<tr>
<td>2. Analyse information in text</td>
<td>2.1 Select reading approach and navigate text to identify relevant information</td>
</tr>
<tr>
<td></td>
<td>2.2 Interpret specialised or technical vocabulary in text</td>
</tr>
<tr>
<td></td>
<td>2.3 Apply reading strategies to interpret information</td>
</tr>
<tr>
<td></td>
<td>2.4 Synthesise information and construct meaning</td>
</tr>
<tr>
<td>3. Evaluate and respond to information in complex</td>
<td>3.1 Critically evaluate information in complex workplace text</td>
</tr>
<tr>
<td>workplace texts</td>
<td>3.2 Evaluate usefulness of text to meet workplace purpose</td>
</tr>
<tr>
<td></td>
<td>3.3 Use information to identify appropriate response</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

Supersedes and is equivalent to FSKRDG11 Read and respond to complex workplace information.

**Links**

Assessment Requirements for FSKRDG011 Read and respond to complex workplace information

Modification History

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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- analyse and evaluate information from at least one complex workplace text in order to complete workplace tasks.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- reasons for reading complex workplace texts and develop a range of questions to be answered through reading
- purpose and uses of complex workplace texts
- common features of complex workplace texts
- techniques to navigate complex workplace texts to locate information
- techniques to extrapolate information presented in graphic, diagrammatic or visual forms interpreted in the complex texts
- conventions of complex workplace texts
- strategies to maintain focus and self-monitor reading of complex workplace information
- techniques to synthesise information from complex workplace texts
- relevant techniques to critically evaluate texts
- reading strategies to support the interpretation of complex workplace texts
- vocabulary, including an increasing number of unknown, technical and specialised words
- suitable responses to complex workplace information.
Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Skills must be demonstrated using complex information that reflects that typically found in a workplace.

The following resources are to be made available:

- complex workplace information
- own familiar support resources
- dictionary, thesaurus, or other references to determine the meaning of unknown words.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, reading, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKRDG012 Read and respond to highly complex workplace information

Modification History

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Application

This unit describes the skills and knowledge required to analyse, critically evaluate and respond to information from a range of highly complex workplace texts in printed or digital formats, such as research reports, technical journals, training manuals, position descriptions and job applications, case studies, policy, legislation and regulations.

An individual performing these tasks works autonomously and access and evaluates support from a broad range of sources as needed.

This unit applies to individuals who use, or are preparing to use, reading skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) reading core skill indicators .03 and .04 at level 5 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Reading

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<tbody>
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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
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<td>1. Prepare to read highly</td>
<td>1.1 Identify purpose for reading text and information sought</td>
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<tr>
<td>Element</td>
<td>Performance Criteria</td>
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</tbody>
</table>
| complex workplace text | 1.2 Identify text features and text type  
1.3 Critically analyse purpose of text |
| 2. Analyse information in workplace text | 2.1 Navigate text to focus reading effort and locate highly embedded information  
2.2 Interpret highly specialised workplace terminology in text  
2.3 Apply a range of reading strategies to interpret relevant information  
2.4 Synthesise information and construct meaning |
| 3. Evaluate and respond to information in text | 3.1 Critically evaluate information in highly complex workplace texts  
3.2 Reflect on relevance of text to meet identified need  
3.2 Use information to identify appropriate response |

**Foundation Skills**

This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

Supersedes and is equivalent to FSKRDG12 Read and respond to highly complex workplace information.

**Links**

Assessment Requirements for FSKRDG012 Read and respond to highly complex workplace information

Modification History

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Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- analyse and evaluate information from at least one highly complex workplace text in order to complete workplace tasks.

Knowledge Evidence

The candidate must be able to demonstrate the following knowledge to effectively complete the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- typical workplace purposes for reading highly complex workplace texts
- purpose and uses of a broad range of highly complex workplace texts
- features of complex workplace texts
- techniques to navigate highly complex workplace texts with highly embedded information using knowledge of text features
- highly specialised and technical vocabulary relevant to highly complex workplace texts
- primary and secondary sources and relevance of each
- techniques to synthesise information from highly complex workplace texts
- reading strategies that support the analysis and evaluation of information from highly complex workplace texts
- suitable responses to highly complex workplace information.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.
Skills must be demonstrated using highly complex information that reflects that typically found in a workplace.

The following resources are to be made available:
- highly complex workplace information
- dictionary and thesaurus
- own familiar support resources.

Assessors must:
- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, reading, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKWTG001 Complete personal details on extremely simple and short workplace forms

Modification History

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</tbody>
</table>

Application

This unit describes the skills and knowledge required to complete key personal details on extremely simple and short workplace forms, such as personnel forms, in printed or digital formats.

An individual performing these tasks operates alongside an expert or mentor where significant support, prompting advice and modelling can be provided.

This unit applies to individuals who use, or are preparing to use, writing skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit can be integrated and contextualised with vocational training to support achievement of vocational competency.

The unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) writing core skill indicators .05 and .06 at pre-level 1 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Writing

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Elements describe the essential outcomes.</em></td>
<td><em>Performance criteria describe the performance needed to demonstrate achievement of the element.</em></td>
</tr>
</tbody>
</table>
### Foundation Skills

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Reads fields on basic forms e.g. surname, address</td>
</tr>
</tbody>
</table>

### Unit Mapping Information

Supersedes and is equivalent to FSKWTG01 Write personal details on basic workplace forms.

### Links

Assessment Requirements for FSKWTG001 Complete personal details on extremely simple and short workplace forms

Modification History

<table>
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<tbody>
<tr>
<td>Release 1</td>
<td>This version first released with FSK Foundation Skills Training Package Version 2.0.</td>
</tr>
</tbody>
</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- complete and check highly familiar personal details on two extremely short and simple forms typically found in the workplace.

Information may be copied from personal documents.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- common purpose and features of extremely short and simple workplace forms
- limited number of highly familiar words required to complete workplace forms
- when to use capital letters in completing personal details
- how to locate extremely familiar words in simple word list or picture dictionary.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Skills must be demonstrated using extremely short and simple texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- extremely short and simple workplace forms requiring completion
- simple picture, word or bilingual dictionary
- model completed form for learner to copy or check
Assessment Requirements for FSKWTG001 Complete personal details on extremely simple and short workplace forms

- simple word list of extremely familiar words required by extremely short and simple workplace forms
- an expert or mentor to initiate and provide highly structured support and modelling to learner
- functioning computer and keyboard when digital form is being completed in the performance evidence.

Assessors must:
- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, writing, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKWTG002 Write short and simple workplace formatted texts

Modification History

<table>
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<tbody>
<tr>
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<td>This version first released with FSK Foundation Skills Training Package Version 2.0.</td>
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</tbody>
</table>

Application

This unit describes the skills and knowledge required to complete short and simple workplace formatted texts, which have a highly explicit purpose and are in printed or digital formats. Formatted texts include personnel forms, time sheets, checklists, absent slips and maintenance/work logs.

An individual performing these tasks works alongside an expert or mentor where prompting and advice can be provided as needed.

This unit applies to individuals who use, or are preparing to use, writing skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit can be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) writing core skill indicators .05 and .06 at level 1 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Writing

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to complete short and simple</td>
<td>1.1 Identify highly explicit purpose of text</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>workplace formatted text</td>
<td>1.2 Locate very restricted range of text features</td>
</tr>
<tr>
<td>2. Complete text</td>
<td>2.1 Identify fields in form requiring information</td>
</tr>
<tr>
<td></td>
<td>2.2 Identify basic personal or workplace information required to complete text</td>
</tr>
<tr>
<td></td>
<td>2.3 Write routine, everyday information required by form using limited vocabulary, grammatical accuracy and writing conventions</td>
</tr>
<tr>
<td>3. Check completed text</td>
<td>3.1 Check writing by re-reading completed information and make some corrections with guidance</td>
</tr>
<tr>
<td></td>
<td>3.2 Review text for completeness</td>
</tr>
<tr>
<td></td>
<td>3.3 Finalise text based on re-reading</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

Supersedes and is equivalent to FSKWTG02 Write basic workplace formatted texts.

**Links**

Assessment Requirements for FSKWTG002 Write short and simple workplace formatted texts

Modification History

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</tr>
</tbody>
</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- complete, check and finalise two of the following different short and simple workplace formatted texts for a highly familiar context, in line with required purpose:
  - personnel form: application for leave, time sheets, absent slip
  - checklist
  - maintenance/work log
  - message or note in workplace message proforma
  - roster
  - standard workplace forms, for example, vehicle log or reimbursement form for expenses.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- common purposes and uses of short and simple workplace formatted texts
- basic grammatical structures and limited verb tenses
- basic punctuation
- common text features of short and simple workplace formatted texts
- common symbols relevant to workplace formatted texts
- simple strategies to check writing.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.
Skills must be demonstrated using short and simple texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- short and simple workplace forms requiring completion
- an expert or mentor to provide prompting and advice to learner, as needed
- functioning computer and keyboard when digital form is being completed in the performance evidence
- own familiar support resources.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, writing, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

**Links**

FSKWTG003 Write short and simple workplace information

Modification History

<table>
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</table>

Application

This unit describes the skills and knowledge required to write short and simple workplace information which has a highly explicit purpose and is in printed or digital formats. Information may include simple emails and messages, SMS texts, instant messages, short activity or process summaries and personnel forms.

An individual performing these tasks operates alongside an expert or mentor where prompting and advice can be provided as needed.

This unit applies to individuals who use, or are preparing to use, writing skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit can be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) writing core skill indicators .05 and .06 at level 1 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Writing

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to write short and simple workplace</td>
<td>1.1 Identify highly explicit purpose of information</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>information</td>
<td>1.2 Locate very restricted range of text features</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify key personal and workplace information required to draft text</td>
</tr>
<tr>
<td>2. Draft information</td>
<td>2.1 Develop simple structure for information to be written</td>
</tr>
<tr>
<td></td>
<td>2.2 Draft information using limited vocabulary, grammatical accuracy and writing conventions</td>
</tr>
<tr>
<td>3. Check and finalise information</td>
<td>3.1 Check writing by re-reading completed information and make some corrections with guidance</td>
</tr>
<tr>
<td></td>
<td>3.2 Check that information is suitable for identified purpose</td>
</tr>
<tr>
<td></td>
<td>3.3 Finalise information based on re-reading</td>
</tr>
</tbody>
</table>

### Foundation Skills

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>* Uses simple processes to make links between two or more pieces of information</td>
</tr>
</tbody>
</table>

### Unit Mapping Information

Supersedes and is equivalent to FSKWTG03 Write basic workplace information.

### Links

Assessment Requirements for FSKWTG005 Write simple workplace formatted texts

Modification History

<table>
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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- complete, check and finalise two of the following different short and simple workplace texts for a highly familiar context:
  - workplace email
  - short electronic message text
  - simple email
  - simple message
  - instant message
  - short activity or process summary
  - simple information about workplace matter.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- purpose and uses of common short and simple workplace information types
- basic grammatical structures and limited verb tenses
- basic punctuation
- common text features of short and simple workplace texts and uses of simple text structures
- simple strategies to check writing.
Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Skills must be demonstrated using short and simple texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- an expert or mentor to provide prompting and advice to learner, as needed
- functioning digital technology when digital information is being written in the performance evidence
- paper-based or electronic dictionary
- own familiar support resources.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, writing, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKWTG005 Write simple workplace formatted texts

Modification History

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<td>Release 1</td>
<td>This version first released with FSK Foundation Skills Training Package Version 2.0.</td>
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</table>

Application

This unit describes the skills and knowledge required to complete simple workplace formatted texts which may be in printed or digital formats, such as simple incident or accident reports in organisational templates, purchase orders, log sheets or diaries, or brief shift notes in standard workplace pro-forma.

An individual performing these tasks may work with an expert or mentor where support is available if requested.

This unit applies to individuals who use, or are preparing to use, writing skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) core skill indicators .05 and .06 at level 2 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Writing

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to complete simple workplace</td>
<td>1.1 Identify and confirm audience and purpose of familiar text</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
</tbody>
</table>
| formatted text | 1.2 Identify and interpret common text features  
1.3 Identify fields in form requiring completion  
1.4 Identify personal and familiar workplace information required to complete text |
| 2. Draft text | 2.1 Complete text using simple vocabulary, grammatical structures and conventions  
2.2 Complete text using appropriate layout and simple organisation principles |
| 3. Revise and finalise text | 3.1 Check draft text completeness, accuracy and suitability to audience and purpose  
3.2 Review writing, incorporating feedback  
3.3 Finalise text based on re-reading |

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

Supersedes and is equivalent to FSKWTG05 Complete simple workplace formatted texts.

**Links**

Assessment Requirements for FSKWTG005 Write simple workplace formatted texts

Modification History

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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- prepare, draft, check and revise two of the following different simple workplace formatted texts appropriate to audience and purpose:
  - simple incident or accident report in organisational template or pro-forma
  - form requiring data, for example, WHS form
  - purchase order or invoice
  - log sheet or diary
  - brief shift report in standard workplace pro-forma
  - standard workplace forms, for example, vehicle log or reimbursement form for expenses
  - telephone message in a template
  - simple internal job application form.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- common features of simple workplace formatted texts and their uses
- purpose, uses and structures of different simple formatted workplace texts
- simple grammar and vocabulary relevant to self, workplace and everyday life
- basic punctuation
- simple techniques for organising information
- techniques to review and revise formatted texts.
Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Skills must be demonstrated using simple formatted texts and tasks with a clear purpose that reflect those typically found in a workplace.

The following resources are to be made available:

- simple workplace forms requiring completion
- an expert or mentor to provide support to learner if requested
- functioning computer and keyboard when digital information is being written in the performance evidence
- paper-based or electronic dictionary
- own familiar support resources.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, writing, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKWTG006 Write simple workplace information

Modification History

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<tbody>
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<td>Release 1</td>
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</table>

Application

This unit describes the skills and knowledge required to write simple workplace information, which may be in printed or digital formats, such as workplace reports, including incident or accident reports, pro-formas or templates, emails, messages, notes, statements or WHS records.

An individual performing these tasks may work with an expert or mentor where support is available if requested.

This unit applies to individuals who use, or are preparing to use, writing skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

The unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) writing core skill indicators .05 and .06 at level 2 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Writing

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to write simple workplace text</td>
<td>1.1 Identify and confirm type and purpose of familiar workplace text</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify audience for workplace text and appropriate register of</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
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<tr>
<td>----------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>writing</td>
<td>1.3 Identify common text features and select for use</td>
</tr>
<tr>
<td></td>
<td>1.4 Identify personal and familiar workplace information required to develop text</td>
</tr>
<tr>
<td></td>
<td>1.5 Develop plan with a limited number of steps to write text</td>
</tr>
<tr>
<td>2. Draft text</td>
<td>2.1 Develop simple structure for text</td>
</tr>
<tr>
<td></td>
<td>2.2 Write text using simple vocabulary, grammatical structures and conventions</td>
</tr>
<tr>
<td></td>
<td>2.3 Apply very basic organising principles to sequence information</td>
</tr>
<tr>
<td></td>
<td>2.4 Layout and present text to meet workplace purpose</td>
</tr>
<tr>
<td>3. Review and finalise text</td>
<td>3.1 Check draft text for completeness, accuracy and suitability to audience and purpose</td>
</tr>
<tr>
<td></td>
<td>3.2 Review writing, incorporating feedback</td>
</tr>
<tr>
<td></td>
<td>3.3 Finalise text based on re-reading</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

Supersedes and is equivalent to FSKWTG06 Write simple workplace information and FSKWTG04 Write simple informal workplace texts.

**Links**

Assessment Requirements for FSKWTG006 Write simple workplace information

Modification History

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Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- draft, check and revise two of the following different simple workplace texts:
  - workplace report, including incident or accident reports
  - formatted text, pro-formas or templates, for example, internal job application form, shift handover reports, purchase orders, or invoices
  - standard workplace forms, including vehicle log or petty cash claim
  - brief shift note
  - email
  - message or note
  - roster or action plan for other members of a work group
  - list or simple flyer of information for discussion
  - dot point statement about a process or procedure.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- different forms, structures, and uses of simple formal and informal workplace texts
- common features of simple workplace texts and their uses, including formatted and free form texts
- basic differences between informal and formal register of writing
- simple techniques for planning to write workplace texts
- simple grammar and vocabulary relevant to self, workplace and everyday life
- basic punctuation
- simple techniques for organising and sequencing information
- techniques to layout and present informal and formal workplace texts
• relevance and application, with support, of spell checking devices
• techniques to review and revise texts.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Skills must be demonstrated using simple formatted texts and tasks with a clear purpose that reflect those typically found in a workplace.

The following resources are to be made available:
• an expert or mentor to provide support to learner if requested
• functioning computer and keyboard when digital information is being written in the performance evidence
• paper-based or electronic dictionary
• own familiar support resources.

Assessors must:
• satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
• have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
• have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, writing, and
• have completed the following or equivalent:
  • TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  • a higher level education qualification, such as:
    • TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    • Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKWTG008 Complete routine workplace formatted texts

Modification History

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<td>Release 1</td>
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</tr>
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</table>

Application

This unit describes the skills and knowledge required to complete routine workplace formatted texts, which may be in printed or digital format, such as online training applications, accident or incident reports, job report forms, purchase orders with detailed goods descriptions, shift handover reports, job applications, or performance appraisal forms.

An individual performing these tasks works independently and uses familiar support resources as needed.

This unit applies to individuals who use, or are preparing to use, writing skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

The unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) writing core skill indicators .05 and .06 at level 3 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Writing

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to complete routine workplace</td>
<td>1.1 Identify audience and purpose of formatted text</td>
</tr>
<tr>
<td></td>
<td>1.2 Locate and interpret required fields for completion in formatted text</td>
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### Element | Performance Criteria
---|---
formatted text | text
1.3 Locate and select information required to complete text
1.4 Plan steps required to complete text

2. Draft text | 2.1 Use appropriate vocabulary, grammatical structures and conventions to write text
2.2 Logically organise and present information in formatted text

3. Review and finalise text | 3.1 Review and revise draft text for completeness, accuracy and intended purpose
3.2 Proof read draft text for spelling, punctuation and grammar
3.3 Finalise text for use

### Foundation Skills
This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Uses a dictionary or online resource to check word meaning and spelling</td>
</tr>
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</table>

### Unit Mapping Information
Supersedes and is equivalent to FSKWTG08 Complete routine workplace formatted texts.

### Links
Assessment Requirements for FSKWTG008 Complete routine workplace formatted texts

Modification History

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Release 1</td>
<td>This version first released with FSK Foundation Skills Training Package Version 2.0.</td>
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</tbody>
</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- complete and review two of the following different routine workplace formatted texts appropriate to audience and purpose:
  - workplace form or template, for example, incident report form including sections for description of incident, action taken, and follow up action required
  - job application or training request form
  - shift handover report in template
  - pro-formas, for example, purchase orders requiring detailed descriptions of goods
  - job report form, for example, vehicle maintenance record form
  - performance appraisal review form.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- common features of routine workplace formatted texts and their uses
- the purpose and use of different formatted texts to communicate relevant information and ideas to differing audiences
- techniques for planning completion of routine workplace formatted texts
- methods to organise and sequence information
- grammar and vocabulary appropriate for routine workplace formatted texts
- strategies to spell unfamiliar words
- punctuation appropriate to routine workplace formatted texts
- techniques to proofread, review and revise texts.
Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Skills must be demonstrated using routine formatted texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- routine workplace forms requiring completion
- functioning computer and keyboard when digital information is being written in the performance evidence
- paper-based or electronic dictionary
- own familiar support resources.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, writing, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKWTG009 Write routine workplace texts

Modification History

<table>
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<tbody>
<tr>
<td>Release 1</td>
<td>This version first released with FSK Foundation Skills Training Package Version 2.0.</td>
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</tbody>
</table>

Application

This unit describes the skills and knowledge required to write formal and non-formal routine workplace texts and could be used for a variety of writing types and purposes in printed or digital formats, including letters and emails, instructions, quotation for proposed work factual texts, incident or accident reports, application letter, forms, or formatted job reports.

An individual performing these tasks works independently and uses familiar support resources as needed.

This unit applies to individuals who use, or are preparing to use, writing skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) writing core skill indicators .05 and .06 at level 3 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Writing

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to write routine workplace text</td>
<td>1.1 Identify type and structure of routine workplace text 1.2 Identify audience and purpose of text and determine appropriate</td>
</tr>
</tbody>
</table>
### Element | Performance Criteria
---|---

**Register of Writing**

1. Locate and select information required to complete text
2. Plan structure of the text and steps required to complete

**Draft Text**

1. Select text structure, features and layout consistent with text type
2. Use drafting strategies to write routine workplace text
3. Use appropriate vocabulary, grammatical structures and conventions to write text
4. Logically sequence and interrelate information and ideas in draft text
5. Format text with appropriate layout and presentation to meet workplace purpose

**Review and Finalise Text**

1. Review and revise draft text for completeness, accuracy and intended purpose
2. Check writing is appropriate to workplace audience
3. Proof read draft text for spelling, punctuation and grammar
4. Finalise text for use

### Foundation Skills

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

### Unit Mapping Information

Supersedes and is equivalent to FSKWTG09 Write routine workplace texts and FSKWTG07 Write routine formal workplace texts.

### Links

Assessment Requirements for FSKWTG009 Write routine workplace texts

Modification History

<table>
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<tbody>
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<td>Release 1</td>
<td>This version first released with FSK Foundation Skills Training Package Version 2.0.</td>
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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- write and review two of the following different routine workplace texts:
  - email or letter for routine workplace communication
  - formal email or letter to client, supplier, contractor or human resources
  - covering letter for job application
  - routine report, for example, accident or incident report
  - instructions for using every day technology, for example, machinery or equipment
  - factual text, for example, job history as part of an application letter, or text following workplace guidelines
  - performance appraisal review form and personal goals
  - record of customer comments regarding quality of service provided
  - notes from a short workplace discussion.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- common features of a range of routine workplace texts and their uses
- purpose of different text types, formats and layouts to communicate relevant information and ideas to differing audiences
- techniques for planning routine workplace texts
- methods to organise and sequence information
- informal and formal register and relevance to different workplace audiences and purposes
- grammar and vocabulary appropriate for routine workplace texts
- acronyms and idioms relevant to workplace
• punctuation appropriate to routine formal workplace texts and techniques to use as an aid to meaning
• strategies to spell unfamiliar words
• use and application of automated writing assistance tools, such as spellchecking devices
• techniques to proofread, review and revise texts.

Assessment Conditions
Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Skills must be demonstrated using routine formal texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:
• functioning computer and keyboard when digital information is being written in the performance evidence
• paper-based or electronic dictionary
• paper-based or electronic thesaurus
• automated writing assistance tools utilised in the knowledge evidence
• own familiar support resources.

Assessors must:
• satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
• have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
• have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, writing, and
• have completed the following or equivalent:
  • TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  • a higher level education qualification, such as:
    • TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    • Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links
FSKWTG010 Write complex workplace texts

Modification History

<table>
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</table>

Application

This unit describes the skills and knowledge required to write complex workplace texts, which may be in printed or digital formats, such as reports, technical or design briefs, induction manuals, standard operating procedures and instruction manuals.

An individual performing these tasks works independently and uses support from a range of established resources.

This unit applies to individuals who use, or are preparing to use, writing skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) writing core skill indicators .05 and .06 at level 4 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Writing

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td><em>Elements describe the essential outcomes.</em></td>
<td><em>Performance criteria describe the performance needed to demonstrate achievement of the element.</em></td>
</tr>
<tr>
<td>1. Prepare to write complex workplace text</td>
<td>1.1 Identify type and context of workplace text</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify audience and purpose of text, and choose appropriate</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1.3 Identify and select options for text structure, text features, and text presentation</td>
<td>1.4 Develop plan to draft text in accordance with purpose</td>
</tr>
<tr>
<td>2.1 Identify information required to write text</td>
<td>2. Extract and analyse information from a range of sources relevant to text purpose</td>
</tr>
<tr>
<td>2.2 Extract and analyse information from a range of sources relevant to text purpose</td>
<td>2.3 Synthesise information and organise into logical text structure</td>
</tr>
<tr>
<td>3.1 Use broad vocabulary, grammatical structures and conventions appropriate to text</td>
<td>3.2 Integrate information and sequence ideas in text</td>
</tr>
<tr>
<td>3.2 Integrate information and sequence ideas in text</td>
<td>3.3 Format text with appropriate structure, layout and organisation to meet workplace purpose</td>
</tr>
<tr>
<td>4.1 Review and revise draft text for accuracy, consistency, structure, cohesion and appropriateness to audience and purpose</td>
<td>4.2 Proofread draft text for spelling, punctuation and grammar</td>
</tr>
<tr>
<td>4.2 Proofread draft text for spelling, punctuation and grammar</td>
<td>4.3 Finalise text for use</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

Supersedes and is equivalent to FSKWTG10 Write complex workplace texts.

**Links**

Assessment Requirements for FSKWTG010 Write complex workplace texts

Modification History

<table>
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</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- prepare, draft and critically review at least one of the following complex workplace texts appropriate to audience and purpose:
  - induction manual or standard operating procedure used in the workplace
  - report, for example, sales figures with input from a range of sources
  - instruction manual for equipment or machinery
  - detailed instructions for a group activity
  - technical or design brief
  - evacuation instructions
  - formal text that incorporates specific workplace pro-formas and language, for example, agendas, minutes, emails or reports.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- broad range of complex text types and their uses
- audiences, purposes, features and contexts of complex workplace texts
- informal and formal text registers and application to different audiences
- methods to locate and analyse information required to write complex texts
- methods to synthesise and organise information to populate complex texts
- automated writing assistance tools, such as spellchecking devices
- grammar, vocabulary and punctuation relevant to complex workplace texts
- range of spelling strategies
- techniques to review and revise complex texts.
Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Skills must be demonstrated independently using complex texts and tasks that reflect those typically found in a workplace and aligned to ACSF writing level 4.

The following resources are to be made available:

- paper-based or electronic dictionary
- paper-based or electronic thesaurus
- own familiar support resources
- functioning computer and keyboard when digital text is being completed in performance evidence
- resources to support research required to complete the performance or knowledge evidence
- automated writing assistance tools utilised in the knowledge evidence.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, writing, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
    - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
    - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

Links

FSKWTG011 Write highly complex workplace texts

Modification History

<table>
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<tbody>
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</table>

Application

This unit describes the skills and knowledge required to write highly complex workplace texts which may be in printed or digital formats, such as position papers or reports, organisational plans, complex instructions, case analysis reports, contracts, web content or promotional material.

An individual performing these tasks works autonomously and accesses and evaluates support from a broad range of sources as needed.

This unit applies to individuals who use, or are preparing to use, writing skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

The unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) writing core skill indicators .05 and .06 at level 5 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Writing

Elements and Performance Criteria

<table>
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<th>Performance Criteria</th>
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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to write highly complex workplace text</td>
<td>1.1 Identify audience and purpose of text</td>
</tr>
</tbody>
</table>
Element | Performance Criteria
--- | ---
| 1.2 Identify and select options for text type, layout and presentation | 1.3 Identify and select text features appropriate to text |

2. Develop information for text

| 2.1 Identify and research information required to write text | 2.2 Analyse information and synthesise to support text purpose |
| 2.3 Reflect on information gathered and organise information into structure that supports purpose and format of text | 2.4 Develop plan to draft text |

3. Draft text

| 3.1 Draft text with sophisticated vocabulary, grammatical structures and conventions | 3.2 Sequence text to convey evidence and support findings |
| 3.3 Evaluate options for text layout and presentation to support the purpose and format of the text | 3.4 Use and apply relevant formatting and referencing conventions, as required |

4. Review text

| 4.1 Critically reflect on and evaluate the drafting process and workplace text | 4.2 Proofread writing and revise for accuracy, consistency, structure, cohesion and appropriateness to purpose and audience |
| 4.3 Finalise highly complex workplace text for use |

Foundation Skills

This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
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<tbody>
<tr>
<td>Learning</td>
<td>• Problem solve to select appropriate text layouts, presentation and features in highly complex workplace texts</td>
</tr>
<tr>
<td></td>
<td>• Plan, organise and analyse information</td>
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Unit Mapping Information

Supersedes and is equivalent to FSKWTG11 Write a highly complex workplace text.
Links

Assessment Requirements for FSKWTG011 Write highly complex workplace texts

Modification History

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Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- autonomously prepare, draft and review at least one of the following highly complex workplace texts with highly embedded information appropriate to audience and purpose:
  - management plan
  - story or play with developed storyline or plot
  - organisational plans
  - case analysis report
  - contract for service delivery
  - website content
  - detailed procedural text
  - position paper or report
  - survey
  - laboratory report
  - lengthy essay.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- audiences, contexts and purposes of highly complex workplace texts
- text layouts, structures and presentation appropriate to highly complex workplace texts
- sophisticated text features appropriate to highly complex workplace texts and their uses
- informal and formal text registers and application
- methods to research, organise and sequence information according to common themes, topics and text structure
- planning techniques to complete workplace texts
Assessment Requirements for FSKWTG 011 Write highly complex workplace texts

- sophisticated stylistic devices such as nominalisation
- automated writing assistance tools, such as spellchecking devices
- grammar, vocabulary and punctuation for highly complex workplace texts
- techniques to review and revise highly complex texts.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Skills must be demonstrated using texts and tasks that reflect those typically found in a workplace and aligned to ACSF writing level 5.

The following resources are to be made available:

- paper-based or electronic dictionary
- paper-based or electronic thesaurus
- own familiar support resources
- functioning computer and keyboard when digital text is being completed in performance evidence
- resources to support research required to complete the performance or knowledge evidence
- automated writing assistance tools utilised in the knowledge evidence.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, writing, and
- have completed the following or equivalent:
  - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
  - a higher level education qualification, such as:
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Links

FSK Foundation Skills Training Package

Modification History

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<td>2.0</td>
<td>November 2019</td>
<td>Second release of the FSK Training Package: 3 qualifications updated; 88 units of competency updated; 6 new units of competency created; 3 existing units of competency superseded into other training products.</td>
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<tr>
<td>1.1</td>
<td>May 2013</td>
<td>This version of the Training Package created to correct error in migration of Assessment Requirements for unit FSKLRG14. These updates reflect the Assessment Requirements as endorsed by the NSSC.</td>
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<tr>
<td>1</td>
<td>March 2013</td>
<td>Primary Release of Streamlined training package</td>
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Credit Arrangements

Credit Arrangements for FSK Foundation Skills Training Package

<table>
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<th>Qualification Title</th>
<th>Credit Arrangement Details</th>
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<td>At the time of endorsement of this Training Package no national credit arrangements exist.</td>
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Links
